

SD Publication Series
Office of Sustainable Development
Bureau for Africa

Overview of USAID Basic Education Programs in Sub-Saharan Africa III



Technical Paper No. 106
February 2001

Health and Human Resources Analysis for Africa



**Human Resources and Democracy Division
Office of Sustainable Development
Bureau for Africa
U.S. Agency for International Development**

Overview of USAID Basic Education Programs in Sub-Saharan Africa III

February 2001

Assistance for this report was provided by the American Institute for Research—Center for International Research. Publication services were provided by the Africa Bureau Information Center (ABIC). ABIC is operated by the Academy for Educational Development under contract to USAID, and is part of the Research and Reference Services Project of USAID's Center for Development Information and Evaluation.



Contents

Glossary of Acronyms and Abbreviations	5
Foreword	9
USAID's Strategies for Improving Basic Education in Sub-Saharan Africa	11
Purposes of the Overview	11
Genesis of USAID's Recent Programs	11
The Education Sector Support Approach	13
Program Characteristics	13
Other Donors	15
Summary Tables	16
Table 1: Program and Project Timeframes	16
Table 2: Institutions and Capacities Targeted in USAID Education Programs	17
Table 3: Strategic Objectives and Intermediate Results (IR)	18
Table 4: Demographic and Primary Education System Characteristics	20
Table 5: USAID Financing: Nonproject and Project Assistance	22
Table 6: Implementation Mechanisms	23
Current USAID Basic Education Programs in Sub-Saharan Africa	25
Benin	27
Background	27
Status of Benin's Education Reform	29
USAID Program Activities	29
Other Donors with Education Programs	33
Ethiopia	34
Background	34
Status of Ethiopia's Education Reform	36
USAID Program Activities	36
Other Donors with Education Programs	40
Ghana	41
Background	41
Status of Ghana's Education Reform	43
USAID Program Activities	43
Other Donors with Education Programs	48
Guinea	49
Background	49
Status of Guinea's Education Reform	51
USAID Program Activities	51
Other Donors with Education Programs	55
Malawi	56
Background	56
Status of Malawi's Education Reform	58
USAID Program Activities	58
Other Donors with Education Programs	61
Mali	62
Background	62
Status of Mali's Education Reform	64
USAID Program Activities	64
Other Donors with Education Programs	67

Namibia	68
Background	68
Status of Namibia’s Education Reform	70
USAID Program Activities	70
Other Donors with Education Programs	74
Nigeria	75
Background	75
Status of Nigeria’s Education Reform	77
USAID Program Activities	78
Other Donors with Education Programs	79
South Africa	80
Background	80
Status of South Africa’s Education Reform	82
USAID Program Activities	82
Other Donors with Education Programs	86
Uganda	87
Background	87
Status of Uganda’s Education Reform	89
USAID Program Activities	89
Other Donors with Education Programs	92
Zambia	93
Background	93
Status of Zambia’s Education Reform	95
USAID Program Activities	95
Other Donors with Education Programs	98

Glossary of Acronyms and Abbreviations

ABEL2	Advancing Basic Education and Literacy Project 2
ADEA	Association for the Development of Education in Africa
AED	Academy for Educational Development
AFR/SD	Bureau for Africa, Office of Sustainable Development
AIR-CIR	American Institute for Research–Center for International Research (formerly the Institute for International Research)
API	Assessment of Program Impact
BEEP	Basic Education Expansion Program
BERP	Basic Education Reform Program
BES	Basic Education Support Project
BESO	Basic Education System Overhaul Program
BESSIP	Basic Education Sub-Sector Investment Programme
C2005	Curriculum 2005
CAI	Creative Associates International
CAM	Continuous Assessment Material
CCT	Coordinating Center Tutors
CEPD	Center for Education Policy Development
CLEF	Children’s Learning and Equity Foundation
COLTS	Culture of Learning and Teaching Services
CRT	Criterion Referenced Test
CSGP	Community School Grants Program
DA	Development Assistance
DDSP	District Development and Support Project
DFA	Development Fund for Africa
DHS	Demographic and Health Surveys
EDC	Education Development Center
ESAT	Education Support and Training Project
ESDP	Education Sector Development Plan
ESIP	Education Sector Investment Programme
ESS	Education Sector Support
ESST	Educational Support Services Trust
EU	European Union
FQEL	Fundamental Quality and Equity Levels
FSN	Foreign Service National
GABLE	Girls’ Attainment in Basic Literacy and Education Project
GBS	General Budgetary Support
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
GFDRE	Government of the Federal Democratic Republic of Ethiopia
GOG	Government of Guinea
GOM	Government of Malawi
GOU	Government of Uganda

GRN	Government of the Republic of Namibia
GRZ	Government of the Republic of Zambia
GNP	Gross National Product
GWE	Girls and Women's Education
HEPS	Health Education in Primary Schools
HIID	Harvard Institute for International Development
HIPC	Heavily Indebted Poor Country
IDA	International Development Association
IEQ	Improving Educational Quality Project
IFESH	International Foundation for Education and Self-Help
ILP	Improving Learning through Partnerships
IMF	International Monetary Fund
IQC	Indefinite Quantity Contract
IR	Intermediate Result
JET	Joint Education Trust
LOI	Letter of Intent
MBEC	Ministry of Basic Education and Culture
MCDI	Medical Care Development International
MIET	Media in Educational Trust
MEN	Ministère de l'éducation nationale (Ministry of Education, Benin)
MEPU	Ministry of Pre-University Education
MIITEP	Malawi Integrated Inservice Teacher Education Programme
MOE	Ministry of Education
NAR	Net Attendance Ratio
NBI	National Business Initiative
NER	Net Enrollment Ratio
NGO	Nongovernmental Organization
NPA	Nonproject Assistance
OLSET	Open Learning Systems Education Trust
PA	Project Assistance
PAGE	Program for the Advancement of Girls Education
PASE	Programme d'Ajustement Sectoriel de l'Éducation
PENGOP	Primary Education NGO Project
PREP	Primary Education Reform Program
PROLIT	Project Literacy
PSC	Personal Services Contract
PVO	Private Voluntary Organization
QUIPS	Quality Improvements in the Primary Schools
R4	Results Review Resource Request
RTI	Research Triangle Institute
SABRE	South African Basic Education Reconstruction Project
SASA	South African Schools Act
SCF/US	Save the Children Fund, United States
SIMS	Structured Institutional Materials
SMC	Social Mobilization Campaign

SMC-EQ	Social Mobilization Campaign-Education Quality
SO	Strategic Objective
SPA	Special Program of Assistance
SPESSA	Statistical Profile of Education in Sub-Saharan Africa
SS	Sector Support
SUPER	Support for Uganda Primary Education Reform
TA	Technical Assistance
TDMS	Teacher Development and Management System
TTC	Teacher Training College
UNDP	United Nations Development Program
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development

Foreword

This *Overview* profiles recent USAID support for basic education reform initiatives in sub-Saharan Africa. USAID works with African governments, communities, other donors, professional organizations, and regional institutions to promote African ownership and capacity for the reform process. Each program takes root within an unique, rich cultural, economic, and political context. The profiles here present programs in terms of their working environment, funding, timeframe, conditionalities, indicators of progress, and impact on basic education systems. We hope the *Overview* proves a helpful reference, and thank everyone who has contributed to it, especially Jeanne Moulton, who lent support and expertise in the early stages, Sheryl Pinnelli, who compiled and structured information, and Christine Chumbler, who edited it all.

Kay Freeman and Julie Owen-Rea
Education and Training
Office of Sustainable Development
Division of Human Resources and Democracy
Bureau for Africa
U.S. Agency for International Development



USAID's Strategies for Improving Basic Education in Sub-Saharan Africa

PURPOSES OF THE *OVERVIEW*

This *Overview* updates those published in 1993¹ and 1995² by the Africa Bureau's Office of Sustainable Development (AFR/SD). It aims to meet two purposes:

- ♦ To inform USAID officials, educators in Africa, other partner agencies, members of the U.S. Congress, and other interested parties about the progress of USAID's development assistance programs in basic education in sub-Saharan Africa
- ♦ To serve as a source of factual data on USAID's 10 current programs in Ethiopia, Uganda, Zambia, Malawi, South Africa, Namibia, Benin, Ghana, Guinea, and Mali and to introduce USAID's newest program, Nigeria³

The *Overview* presents a snapshot taken in mid-1999; AFR/SD aims to supply updates via annual supplements.⁴ Also please note that the *Overview* is primarily descriptive. For more analytic information on the principles and practices underlying USAID's basic education programs in Africa, please refer to *USAID's Strategic Framework for Basic Education in Africa*⁵ and *Basic Education in Africa: USAID's Approach to Sustainable Reform in the 1990s*.⁶ Also available are an analysis of program implementation in five countries, *Paradigm Lost*, electronically accessible in draft form,⁷ and two stories of education reform, *Kids, Schools, & Learning: African Success Stories—A Retrospective Study of USAID Support to Basic Education in Sub-Saharan Africa*⁸ and *Education for All: The Ugandan Experience*.⁹

¹USAID. *Overview of A.I.D. Basic Education Programs in Sub-Saharan Africa*. ARTS Technical Paper No. 1. Washington, DC: USAID, Bureau for Africa, Office of Analysis, Research, and Technical Support (now the Office of Sustainable Development). January 1993. PN-ABN-365.

²USAID. *Overview of USAID Basic Education Programs in Sub-Saharan Africa II*. SD Technical Paper No. 13. Washington, DC: USAID, Bureau for Africa, Office of Sustainable Development. September 1995. PN-ABY-959.

³Exploratory work was also conducted in Liberia in 1998, but curtailed for security reasons. Also note that Nigeria data is absent from many tables due to the newness of the program.

⁴Please check www.usaid.gov/missions.shtml for country data and www.afr-sd.org/ for general information.

⁵USAID. SD Technical Paper No. 84. Washington, DC: USAID, Bureau for Africa, Office of Sustainable Development. October 1998. PN-ACE-550.

⁶Joseph DeStefano, Ash Hartwell, and Karen Tietjen. SD Technical Paper No. 14. Washington, DC: USAID, Bureau for Africa, Office of Sustainable Development. 1995.

⁷Jeanne Moulton, et al. Washington, DC: USAID, Bureau for Africa, Office of Sustainable Development. PN-ACJ-283. Available at www.dec.org.

⁸Philip Christensen, et al. SD Technical Paper No. 56. Washington, DC: USAID, Bureau for Africa, Office of Sustainable Development. July 1997. PN-ACB-407.

⁹USAID. Washington, DC: USAID, Bureau for Africa, Office of Sustainable Development. February 1999. PN-ACG-487.

GENESIS OF USAID'S RECENT PROGRAMS

During the 1980s and into the 1990s, African government financing for basic education declined, and the quality of education suffered. In some countries primary school enrollment rates lagged behind population growth, swelling the proportion of uneducated children. The average primary education gross enrollment rates dropped to as low as 18% in countries such as Mali during the 1980s, while expenditure on average for the poorest African countries declined from US\$40 to \$25 per pupil.

The publication of a World Bank policy paper on education in sub-Saharan Africa focused attention on the crisis facing the continent's education systems.¹⁰ The paper pointed out that most African education systems struggle with stagnant or declining enrollments, insufficient nonsalary expenditures, eroding quality of instruction, and growing inefficiency in resource and personnel management. African governments and the donor community resolved to reverse these trends by working together better.

In response to these factors, and in recognition of the centrality of human resource development as the foundation for economic and social development, the U.S. Congress in 1988 established a set-aside for education within the foreign assistance appropriation. Not only did the legislation define annual allocations for education, it also mandated that 50% of the earmark be for basic education—formal primary and secondary schooling—and that USAID launch new education programs in at least five African countries. While the earmark was Agency-wide, its impact was most evident in Africa, which received roughly 80% of this precious resource.

Two special funds financed new initiatives in African education:

- ♦ ***Special Program of Assistance (SPA)***

The SPA grew out of the donor community's commitment to support structural adjustment through quick-disbursing balance-of-payments contributions to help bridge the financing gap that most countries faced while implementing structural adjustment programs. Nonproject assistance (NPA) is one mechanism USAID uses to finance this support. NPA programs in education provide general budgetary support to help governments fund mutually agreed upon education reform programs.

- ♦ ***Development Fund for Africa (DFA)***

In 1987 the U.S. Congress, concerned about slow development in Africa, designed a new assistance instrument. The DFA was the result of this new agreement between USAID and Congress on a development approach in Africa. Within the context of adjustment, the DFA through 1996 provided USAID with a secure source of financing to support systemic policy and institutional changes, the ultimate effects of which were to be sustainable "people-level" impact (e.g., more children entering school and receiving a better education). The education earmark and the DFA allowed USAID to obligate comparatively large sums on an annual basis to African education systems, which quickly absorbed these resources, given that the education sector typically consumes the greatest share of government recurrent budget.

It is important to note that although the U.S. Congress decided to dismantle the DFA and the basic education earmark in 1996, a new earmark—for child survival—included requirements for basic education. This support, and the momentum from earlier directives, have helped the Africa Bureau to maintain its focus on basic education to the present.

Taking advantage of these resources, between 1989 and 1991, USAID initiated new programs in basic education in Ghana, Guinea, Malawi, Mali, and Namibia. Education programs began in Uganda and

¹⁰World Bank. *Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion*. World Bank Policy Study. Washington, DC: World Bank. 1988.

Benin in 1992, in Ethiopia in 1994, and in Zambia in 1998. In 1998 USAID converted its program in South Africa from assisting nongovernmental organizations (NGOs) to direct assistance to the new South African government. In 1999 USAID began to design a new program in Nigeria.

To support the above programs, AFR/SD and other Washington-based partners have provided strategic technical assistance to field missions, conducted research and analysis to identify best practices, and consulted with African and donor partners through a network of international and regional fora.

THE EDUCATION SECTOR SUPPORT APPROACH

The Africa Bureau has worked with African governments, other donors, professional organizations, and regional institutions to hone its approach to educational development in Africa. The objective of USAID's education sector support, or ESS, approach is to increase children's participation in sustainable, quality basic education. Its central tenet is to support African ownership of the reform process.

Indeed, in contrast to earlier forms of donor project assistance, which provided external expertise to diagnose and correct specific weaknesses in the education sector, the ESS approach targets reform of the education system by the system itself.

This approach is challenging, for achieving systemic sectoral change requires fundamental reforms in education policy, resource allocation, institutional organization, and operations, all of which entail new roles for stakeholders. Those within the country must negotiate this complex social transformation. Indeed, such change really only occurs when the key practitioners in schools and related institutions actively seek to improve performance. Putting the host country in charge, USAID aims to play the role of facilitator.

While the ESS approach is always evolving, it keeps three main foci: 1) school and community change; 2) systemic reform, with USAID's programs strategically supporting each country's policies, plans, and capacities; and 3) African ownership of and capacity for the reform process, both of which are key to sustainability.

Three complementary issues spring from these emphases: Does the program contribute to effective schools? Does the program promote systemic reform efforts? Are the reforms and activities sustainable? Ideally, USAID Missions collaborate with host countries and other donors in using these criteria.

PROGRAM CHARACTERISTICS

While the 11 profiles in the next section capture program differences, this section presents commonalities.

Background: Historical, Political, and Economic

Although USAID's current education programs in Africa have common fundamental characteristics, each one takes place within a deeply rooted cultural, economic, and political context. USAID's design process begins with a thorough study of that context.

Many African countries have political boundaries that cut across ethnic groups. The dynamics among these groups determine the character of government institutions, including the school system. Other important forces include the country's colonial history and its experience after independence. Indeed, many countries have inherited and preserved colonial practices that today impede progress.

Social, Economic, and Education System Indicators

Countries in Africa vary in terms of demographics, resources, and capacity to meet the health and education needs of the population. There are also notable differences in the status of the primary education system, ie. enrollment, enrollment rates, pupil-teacher ratios, and government expenditure on education.

Status of the Country's Educational Reform

USAID supports a nation's education reform program. The nature and quality of the reform may vary from country to country in terms of the government's goals and priorities, and clarity of definition of and commitment to them; the technical quality of sectoral information and analysis; the participation leading to the reform; and the comprehensiveness and nature of proposed changes. These variations in the policy environment influence the progress and impact of the program.

USAID's Assistance

The profiles in this *Overview* describe USAID's assistance in terms of the modalities of that assistance, the funding and timeframe of the intervention, and indicators of progress and impact.

Modalities of Assistance

USAID currently uses two complementary assistance modalities:

- ♦ Program (or nonproject) assistance: NPA contributes directly to a government's budget, on the condition that it meets jointly specified policy and program objectives.
- ♦ Projectized assistance: projects provide technical assistance and commodities to help a government formulate sound policies and implement them.

The country profiles in this *Overview* list the conditions that a government must meet to receive NPA funds. NPA support of a government education sector reform is divided into tranches, roughly corresponding to the number of years in a program (typically from three to nine). The disbursement of each tranche is conditioned on a government meeting previously negotiated performance standards, collectively referred to as "conditionality." In general, conditions preceding disbursement serve as leverage points for advancing policy changes, benchmarks of progress, and demonstrations of government commitment.

The conditions aim to identify essential elements of reform without which the overall program cannot succeed. Most but not all of the money disbursed through programs is in the form of NPA. Between September 1988 and September 1999, of the \$728.2 million reserved by USAID for education assistance in sub-Saharan Africa, \$322.7 million, or 44%, was in the form of NPA.¹¹

Table 2 (see page 17) shows how these funds are targeted in countries with education activities.

Implementation

Each USAID Mission uses an implementation mechanism that serves its specific purposes. Most use institutional contractors (U.S. companies and universities) for long-term assistance. Many use the technical assistance that is available on a short-term basis from projects in USAID's Washington offices. Some use cooperative agreements with local NGOs or the Peace Corps. Others use an Indefinite Quantity Contract (IQC) or personal service contractors (PSCs) and foreign service nationals

¹¹Source: Africa Bureau Office of Development Planning

(FSNs). The Africa Bureau's Office of Sustainable Development works with each mission and the Global Bureau to assure the continuity and quality of these contractual services. Table 5 (see page 22) illustrates the range of implementation mechanisms in use.

An explicit directive in both the DFA legislation and the NPA guidelines is that programs' evaluations reflect people-level impacts. USAID's support of education reform is, therefore, ultimately accountable for outcomes such as increased enrollment, students progressing without repeating grades, and graduating with skills and behaviors conducive to life-long learning. Because these indicators change only years after system-wide reform has taken root, other indicators serve to mark improvements in the system, such as the ratio of pupils to teachers, and the equitable access of girls and boys.

Most of the data on indicators of progress come from the country's yearly Results Review Resource Request, or R4, formally called the assessment of program impact (API), which is submitted routinely by USAID Missions to USAID/Washington. The enormous variation among countries in terms of their education systems is apparent in Table 3 (see page 18).

OTHER DONORS

Unlike the traditional project approach, where each donor tends to operate within a specific program area, these USAID education programs aim to leverage the support of other donors working in the sector. Cooperation among donors can take the form of co-financing, where major donors join in the design of a program, including conditionality, and participate together with the government in determining when and how fund disbursement should occur. A less structured form of coordination is regular donor sector review meetings, ideally convened and chaired by a ministry of education. In addition, the Africa Bureau contributes to donor coordination in support of regional policy dialogue, information exchange, and capacity-building, through membership in the Association for the Development of Education in Africa (ADEA). This increasingly African-led network helps funding agencies to understand and respond to African priorities. Whatever form it takes, coordination of donor support is essential to Africa's successful management of education reform.



Summary Tables*

Table 1: Program and Project Timeframes

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Benin																
Ethiopia																
Ghana																
Guinea																
Malawi																
Mali																
Namibia																
S. Africa¹																
Uganda																
Zambia																

*Nigeria is excluded from some of the tables due to the newness of the program.

¹The first project in South Africa began in 1986.

BEEP–Basic Education Expansion Program

BERP–Basic Education Reform Program

BES–Basic Education Support Project

BESO–Basic Education System Overhaul Project

CLEF–Children’s Learning and Equity Foundation

DDSP–District Development & Support Project

ESAT–Education Support & Training Project

FQEL–Fundamental Quality and Equity Levels

GABLE–Girls’ Attainment in Basic Literacy and Education

PASE–Programme d’Ajustement Sectoriel de l’Education

PENGOP–Primary Education NGO Project

PREP–Primary Education Reform Program

QUIPS–Quality Improvements in the Primary Schools

SABRE–South African Basic Education Reconstruction Project

SUPER–Support for Uganda Primary Education Reform

Table 2: Institutions and Capacities Targeted in USAID Education Programs

Institutional Focus	Benin	Ethiopia	Ghana	Guinea	Malawi	Mali	Namibia	South Africa	Uganda	Zambia
Budget & Financial Management	✓	✓	✓	✓	✓	✓				
Planning and EMIS	✓	✓	✓	✓	✓	✓	✓	✓		✓
Decentralized Administration	✓	✓	✓	✓		✓		✓	✓	
Pre-Service Teacher Training		✓	✓			✓				
In-Service Teacher Training & Support	✓	✓	✓	✓		✓	✓	✓	✓	
Curriculum Development	✓	✓	✓	✓	✓	✓	✓	✓		
Textbook/ Materials Development & Distribution	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Student Assessment		✓	✓	✓	✓	✓	✓			
School Construction¹		✓	✓	✓	✓	✓				
Girls' Education		✓	✓	✓	✓	✓			✓	✓
Community Participation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School Health	✓		✓			✓			✓	✓
School Mapping		✓				✓		✓		
Sector Investment Programs		✓	✓	✓	✓				✓	

¹USAID does not directly support school construction, but does contribute indirectly through support to parent-teacher association partnerships and indigenous NGO strengthening.

Table 3. Strategic Objectives

	Strategic Objective	Quality	Equity	Financing
Benin	More children receive, on an equitable basis, a basic education that prepares them for productive roles in society	IR 1: Improved key pedagogical systems and inputs for delivery of a quality basic education	IR 2: Increased equity of access to primary schools	IR 3: Maintain sufficient financing for primary education
Ethiopia	Quality and equity of primary education improved in an expanded system	IR 1: Improved quality and equity of primary school environment	IR 1: Improved quality and equity of primary school environment	IR 5: Increased, more rational, and efficient sectoral financing
Ghana	Increased effectiveness of the primary system	IR 1: Improved teaching and classroom management IR 4: Improved learning environment IR 5: Improved policies for quality primary education		
Guinea	Quality primary education provided to a larger percentage of Guinean children, with emphasis on girls and rural children	IR 2: Improved instruction in primary schools	IR 3: Improved opportunities for regional and gender equity in primary education	
Malawi	Increased access to and quality and efficiency of basic education, especially for girls	IR 1: Effective schools developed in target areas		IR 2: Policy reforms and investment strategy formulated
Mali	Improved social and economic behaviors among youth	IR 2: Improved basic education		
Namibia	Improved delivery of quality primary education to Namibian learners in grades 1-4 in the most disadvantaged schools	IR 1: Improved quality of primary school teachers in the target and selected classrooms		
Nigeria	Develop the foundation for education reform			
South Africa	Increased access to quality education and training	IR 1: Improved quality of primary education	IR 3: Improved quality of higher education	
Uganda	Quality basic education for an increased percentage of Ugandan children	IR 2: Improved quality of instruction	IR 3: Improved support for girls' educational participation	IR 4: Financial support to education sector maintained
Zambia	More equitable access to quality basic education and learning, especially for girls		IR 1: Increased girls' access to quality basic education	

*Current as of May 2000.

and Intermediate Results (IR)*

Stakeholder Participation	Planning, Management	Curriculum and Materials	Teachers	Other	
IR 4: Increased civil and government participation in basic education	IR 5: Improved institutional capacity for educational planning, management, and accountability				Benin
	IR 4: Improved decentralized management and administration of primary education	IR 2: Increased pedagogical effectiveness of the content and quality of educational materials	IR 3: Improved performance and equity of teacher training graduates		Ethiopia
IR 3: Increased community participation	IR 2: Improved education management		IR 1: Improved teaching and classroom management		Ghana
	IR 1: Improved sectoral strategic planning, management, and decision-making				Guinea
IR 2: Policy reforms and investment strategy formulated					Malawi
					Mali
	IR 3: New monitoring and evaluation system in place and operational	IR 2: New, improved lower primary curriculum developed	IR 1: Improved quality of primary school teachers in the target and selected classrooms		Namibia
IR 2: Civic participation in education increased				IR 1: Education sector assessment completed	Nigeria
				IR 2: Increased opportunities for blacks in further education IR 4: Increased access to market-oriented training for employment equity IR 5: Adult basic education training established and approved	South Africa
	IR 5: Improved technical efficiency and institutional capacity			IR 1: Increased availability of schooling	Uganda
	IR 3: Improved policy and planning at all levels of the Ministry of Education			IR 2: Improved nutritional status and learning capacity of school-going children through school-based health programs	Zambia

Table 4. Demographic and Primary

	Population (M) 1997¹	GNP/ capita (\$) 1996¹	Infant deaths/ 1000 live births 1997¹	Annual pop. growth rate 1990-97²	Literates as % of pop. 1995¹
Benin	5.7	350	102	2.9	38
Ethiopia	60.1	100	111	2.3	36
Ghana	18.3	360	68	2.7	65
Guinea	7.6	560	126	2.6	36
Malawi	9.1	180	135	2.7	56
Mali	10.1	240	145	2.8	31
Namibia	1.6	2,250	58	2.6	76
Nigeria	118	240	112	2.9	57
S. Africa	43.3	3,520	49	1.7	82
Uganda	20.8	300	86	3.1	62
Zambia	8.5	360	112	3.0	78

¹UNICEF, *Status of the World's Children 1999—Education*, (New York: United Nations Children's Fund, 1999), pp. 94-97; 106-109.

²World Bank, *World Poverty Report: Knowledge for Development 1998/99*, (Washington, DC: The World Bank Group, 1999), pp. 194-95.

³World Bank Data Group, *Database of Indicators*, (Washington, DC: The World Bank Group, internal database).

⁴World Bank, *World Poverty Report: Knowledge for Development 1998/99*, (Washington, DC: The World Bank Group, 1999), pp. 200-1.

Education System Characteristics

Primary total enrollment (millions) 1995²	Gross enrollment ratio 1990-96¹	Girls as % of total primary enrollment 1990-96¹	Pupil-teacher ratio 1995³	Public education expenditures on primary ed. (% of GDP) 1995⁴	
.72	72	52	52	3	Benin
3.3	31	24	38	4.7	Ethiopia
2.0 ³	76	70	28 ⁶	3.3 ³	Ghana
.58	48	34	49	N/A	Guinea
2.9	135	128	59	5.7	Malawi
.61	34	27	70	2.2	Mali
.37	133	134	32 ⁵	9.4	Namibia
16.2 ³	89	79	37 ⁸	N/A	Nigeria
8.1	117	116	28 ⁶	6.8	S. Africa
2.9	73	67	36 ⁷	2.6 ³	Uganda
1.5	89	86	39	1.8	Zambia

⁵1992

⁶1991

⁷1996

⁸1994

Table 5: USAID Financing: Nonproject and Project Assistance¹

	NPA (\$ millions)	PA (\$ millions)	Total (\$ millions)	% NPA	Type
Benin	56	51	107	52	GBS
Ethiopia	50	14	64	78	GBS
Ghana	14	54	68	21	SS
Guinea	0	57	57	0	N/A
Malawi	35	21	56	63	GBS
Mali	1	52	52	2	N/A
Namibia	16	21	37	43	GBS
Nigeria	0	14.7	14.7 ²	0	N/A
South Africa	0	114	114	0	N/A
Uganda	53	25	78	70	GBS
Zambia	0	2	2	0	N/A
Total	224	411	635	35	

NPA = Nonproject Assistance

PA = Project Assistance

GBS = General budgetary support: NPA funds are disbursed to the host government treasury.

SS = Sector support: use of NPA funds is limited to the education sector.

Source: NPA figures provided by field offices. Total funding levels provided by the Africa Bureau's Office of Development Planning and reflect dispersed amounts from 1988-99. Funding levels noted in preceding country profiles reflect totals for active projects only and include allocated, but not dispersed, funding beyond 1999.

¹Figures are current as of FY 2000.

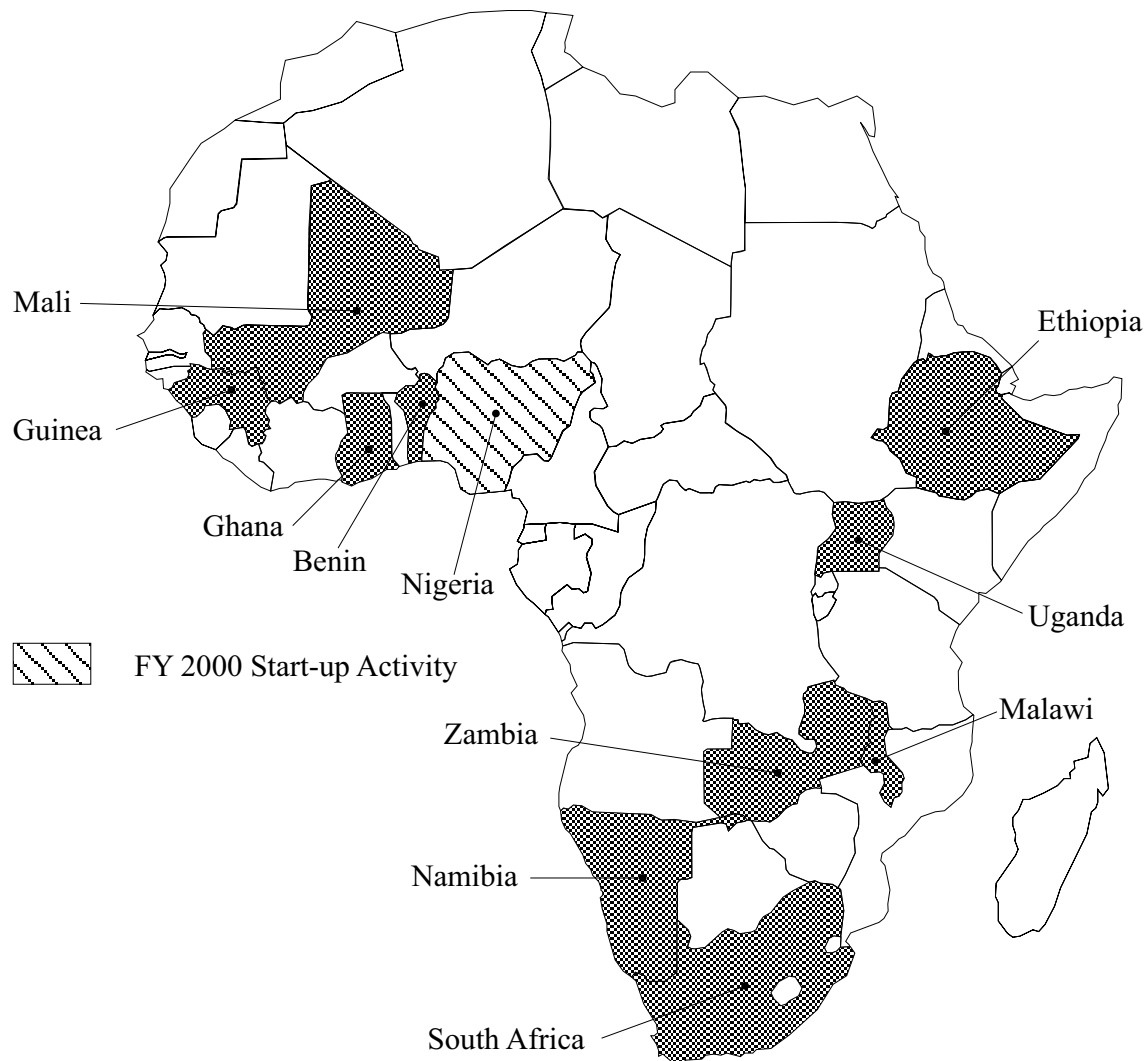
²Total excludes \$4 million in Education for Development and Democracy Initiative (EDDI) funds.

Table 6: Implementation Mechanisms

	U.S. Contractors and Grantees	Central Projects	Local NGO Grantees ¹
Benin	<ul style="list-style-type: none"> ♦ IFESH ♦ MCDI ♦ The Mitchell Group (with AED and CAI) ♦ World Education 		<ul style="list-style-type: none"> ♦ Songhai Training Center
Ethiopia	<ul style="list-style-type: none"> ♦ AED ♦ RTI ♦ World Learning 	IEQ ABEL2	<ul style="list-style-type: none"> ♦ Tigray Development Association
Ghana	<ul style="list-style-type: none"> ♦ AED (with IIR and Aurora Associates) ♦ EDC (with CARE and Save the Children) ♦ IFESH ♦ The Mitchell Group 	IEQ	
Guinea	<ul style="list-style-type: none"> ♦ EDC (with RTI and CAI) ♦ Save the Children ♦ World Education 	IEQ GWE	<ul style="list-style-type: none"> ♦ Plan Guinea
Malawi	<ul style="list-style-type: none"> ♦ AED (with AIR-CIR and Aurora Associates) ♦ CAI ♦ Save the Children 	IEQ	
Mali	<ul style="list-style-type: none"> ♦ Save the Children ♦ World Education ♦ John Snow, Inc. 	GWE ABEL2	
Namibia	<ul style="list-style-type: none"> ♦ AIR-CIR (with Ohio State University and HIID) ♦ University of Montana 		<ul style="list-style-type: none"> ♦ University of Western Cape (S. Africa) ♦ University of Namibia ♦ Rossing Foundation
South Africa	<ul style="list-style-type: none"> ♦ RTI (with Khulisa Management Services, CEPD, and JET) ♦ MIET ♦ OLSET ♦ ESST ♦ PROLIT ♦ Education Foundation ♦ NBI ♦ AED 	ABEL2	<ul style="list-style-type: none"> ♦ Olive Associates
Uganda	<ul style="list-style-type: none"> ♦ AED (with CAI, RTI, and the University of Massachusetts) 	IEQ 2	<ul style="list-style-type: none"> ♦ Uganda National Examinations Council
Zambia	<ul style="list-style-type: none"> ♦ Successful Intelligence ♦ EDC 		

¹Organizations and institutions directly supported by USAID

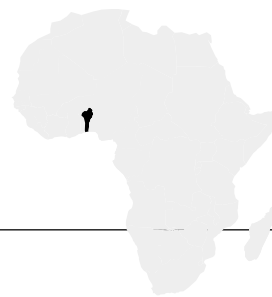
Current USAID Basic Education Programs in Sub-Saharan Africa



Each of the following profiles of USAID education programs presents information on:

- ♦ The historical, economic, and social context of the program
- ♦ Status of the education reform
- ♦ USAID's assistance
- ♦ Key program data: purpose, conditionality, project assistance, funding level, timeframe, implementation, contract mechanisms, and current status
- ♦ USAID Mission report on developments in the education sector in FY 1998
- ♦ Other donors with programs in the sector

BENIN



BACKGROUND

Benin has made an encouraging transition to a democratic, free-market society and its current political and economic prominence in West Africa. Benin has proven to be an ally in the region and beyond, as it has been the only African nation to contribute to the United Nations peacekeeping forces in Haiti. The success of its democratization process and its political stability has also facilitated an improved environment for U.S. investment in Benin.

Since 1991, the growth of Benin's civilian-led multi-party system of democracy and its democratic institutions have made it not only a success story but a model for Africa. The country has organized two consecutive presidential elections that were free, fair, and transparent, each making possible a smooth transfer of power. Such an accomplishment is the best evidence of healthy, democratic institutions in Benin. In this sub-region where some countries have wavered in their commitment to democracy and political liberalism, Benin is playing an important moderating role. It has faithfully followed its structural adjustment program and macroeconomic reforms have begun to take effect. Fiscal balance has been achieved, the market sets prices, and economic growth has averaged 5% over the past five years while inflation has been stabilized at around 3%. Political and economic reform has become institutionalized, and is not dependent on charismatic personalities. The legislative and judicial branches of government are alive and well; the constitutional court in particular exercises effective checks and balances against executive power, as does a free and active press.

While critical to the establishment of improved governance, reforms have yet to show a significant impact on poverty. Infant, child, and maternal mortality rates, although falling, are among the highest in West Africa. Contraceptive prevalence is low, reported at 3% for modern methods by the Demographic and Health Survey (DHS, September 1996). This survey also reported a fertility rate of over six children per woman and a population growth rate over 3% per year. This means that Benin's population will double in less than 25 years, adversely affecting the gains of economic growth. Illiteracy is about 75% overall and 80% for women.

Systemic problems exist as well. The Government of Benin is only able to spend about 30-40% of its nonsalary recurrent expense budget for education; for health, the rate is even lower. USAID believes the underlying cause of weak absorptive capacity and low efficiency is deficient governance. A national bureaucracy from the earlier Marxist-Leninist period remains highly centralized and resists change. Public officials are not easily held accountable, are poorly paid, lack incentives to serve the public good, often occupy a dual role in the private sector, and conduct their business under less than transparent conditions. Despite Benin's success in establishing democratic institutions at the macro level, the bureaucratic regime poses formidable obstacles to development. However, joint donor support of complementary health and education programs is helping to improve governance and reinforce democracy in Benin.

Benin Social and Economic Indicators	Benin 1997	Benin 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	5.9	5.3	563.8
% Population 0 to 14	46	48	-
Population growth rate	2.9	2.8	-
Urban population as % of total population	40	38	31
Mortality & Life Expectancy			
Infant mortality rate	88	-	91 ²
Under 5 mortality rate	149	-	147 ²
Life expectancy (m/f)	52/55	-	49/52 ²
Economic Performance & Expenditures			
GNP per capita (U.S.\$)	380	340	489
GNP growth rate	2.7	-0.5 ^{1, 3}	-1.0 ^{1, 3}
Military expenditure as % of GNP	1.2 ⁵	-	-
Public spending on education as % of GNP (all levels)	3.2 ⁵	8.6 ⁴	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	38.90	48.40 ¹	-
Official development assistance as % of GNP	10.7	17.6 ¹	-
Total external debt (billions, \$)	1.62	1.59 ¹	-
Total external debt as % of GNP	76.9	108.7	74.4
Illiteracy			
Adult Illiteracy (m/f)	52/79	55/81 ⁵	35/52 ⁵

Primary Source: World Bank, Data Development Group, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²Data from 1997.

³Data from 1990-1996.

⁴Data from 1993.

⁵Data from 1995.

STATUS OF BENIN'S EDUCATION REFORM

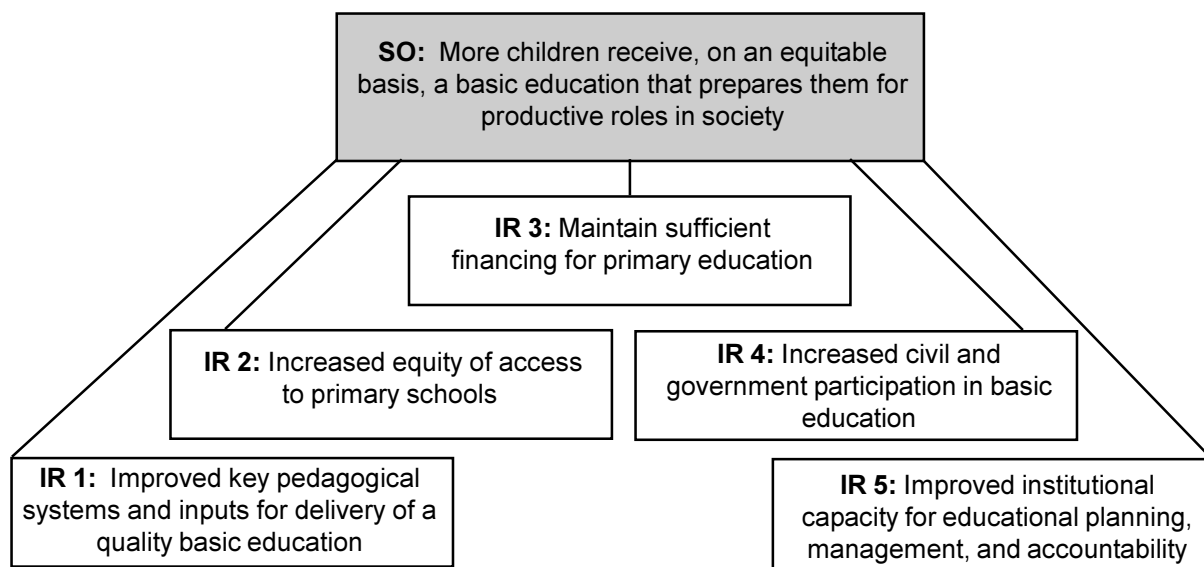
Since 1991, Benin has seen an increase in the gross enrollment rate from 57% in 1991 to 76% in 1998. The girl/boy ratio, while still low, has nevertheless increased to .63 in 1998 following a low level of .56 in 1991. The leaving exam pass rate for primary school has increased to 67% in 1998 (93% in experimental schools) from 31.7% in 1991. The effort to involve parents in education, with the strengthening of more than 200 parents' associations, has resulted in their participation in school management, infrastructure building (latrines and classrooms, for example) and development of special programs. For the first time in recent Beninese history, the Ministry of Education has developed a decentralized approach to several key planning functions, thus strengthening institutional capacity and local participation.

USAID PROGRAM ACTIVITIES

USAID began supporting primary education reform in 1991 as the government began following up on the nationwide review of the education system. The USAID program focuses on the following five activity areas:

- ♦ *Establishing and maintaining sufficient financing for primary education.* This activity assists the Ministry of Education and Ministry of Finance with setting up a reliable budget expenditure tracking system to improve planning, management, and accountability.
- ♦ *Improving the institutional capacity for education planning.* Technical assistance is provided to the Ministry of Education and the Ministry of Finance to improve institutional structures, resource allocation, and control and investigation procedures. Delegating authorities to departmental education divisions will be facilitated. Training is provided to administrative and financial staff to improve management and accountability.
- ♦ *Upgrading key pedagogical systems to provide a quality teaching and learning environment.* USAID is helping schools comply with the norms defined when the program was launched in 1991. Activities include revising school curricula and textbooks, providing training to teachers and working with schools to improve sanitation.
- ♦ *Increasing equity of access to a quality primary education, taking into account gender and region.* USAID is helping to increase girls' enrollment in schools. A network for the promotion of girls' education will work with key ministries, the Educational Commission at the National Assembly, and NGOs to address gender issues in textbooks, classrooms, and in everyday life. Efforts focus on increasing schooling in remote village areas.
- ♦ *Promoting widespread public participation.* The program helps to develop the institutional and technical capacity of local NGOs by enabling them to provide quality services to Associations of Parents and Students (APEs) and other grassroots organizations involved in the education sector.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Children's Learning and Equity Foundation (CLEF)

Project Numbers: 680-0206; 680-0208

Funding level

\$24.5 million

Initial obligation date and estimated completion date

1991-2001

Primary Education NGO Program (PENGOP)

Project Number: 680-0212

Funding level

\$10.5 million

Initial obligation date and estimated completion date

1991-2003

Technical Training for Primary School Leavers & Dropouts

Project Number: 680-0214

Funding level

\$5 million

Initial obligation date and estimated completion date

1991-2001

In-Service Teacher Training

Project Number: 680-0223

Funding level

\$4 million

Initial obligation date and estimated completion date

1991-2001

Technical Skills Training for Children in Benin

Project Number: 680-0224

Funding level

\$3.2 million

Initial obligation date and estimated completion date

1991-2002

Equity & Quality in Primary Education

Project Number: 680-0225

Funding level

\$9 million

Initial obligation date and estimated completion date

1991-2002

Program Conditionalities

With the termination of NPA in 1998, USAID dropped conditionalities. Prior to that year, conditionalities targeted actions the ministry needed to take to finance, implement, and manage its reform plans. These included:

- ✓ Completion of an operational audit of the Ministry of Education (MEN) (1994-96)
- ✓ Completion of the multi-year primary education reform action plan (1992)
- ✓ Submission to USAID of an Annual Letter of Intent (LOI) and progress reports (annually)
- ✓ Indication of availability of resources required for actions in the LOI (annually)
- ✓ Definition of Fundamental Quality Level (FQL) standards and targets for their implementation (1993)
- ✓ Primary share of budget and expenditures greater than or equal to previous year (annually)
- ✓ Annual increases in primary nonsalary budget
- ✓ Establishment of a computerized expenditure tracking systematic of the MEN; internal and external audits (annually)

Project Contractors

The Mission targets technical assistance through an institutional contract and grants to the following organizations:

- ♦ The Children Learning and Equity Foundation (CLEF)
Contracted to the Mitchell Group, Academy for Educational Development, and Creative Associates, International. CLEF provides technical assistance in planning and instruction to the ministry. The project began in 1992.
- ♦ The Primary Education NGO Project (PENGOP)
Granted to World Education to work with local NGOs. The project began in 1994 and was extended in 1998 to increase its coverage to the entire country.
- ♦ Songhai Training Centers
In 1996, a Beninese NGO received a grant to provide training in agro-entrepreneurial activities to primary school leavers in two training centers.
- ♦ The Primary Education Teacher Training Project
Through a grant to the International Foundation for Education and Self-Help (IFESH) the project assists the Ministry of Education and the private sector in providing teacher training. This four-year project began in 1997.
- ♦ The Health Education in Primary Schools (HEPS)
Granted to Medical Care Development International (MCDI) in 1995, this project provides health and hygiene education to schoolchildren through teacher training and community involvement activities.

Benin Education Indicators	Benin 1996	Benin 1994	Sub-Saharan Africa 1994
Primary (Grades 1-6)			
Total enrollment (thousands)	722 ^{1, 3}	677 ¹	-
Gross enrollment ratio	77.6	70.5	76.7
Gross enrollment ratio, female	57.1	50.4	69.2
Teachers (thousands)	13.9	13.6 ¹	-
Teachers, % female	23.9	24.7	38.2
Pupil-teacher ratio	52:1 ³	50:1	41:1
Secondary (Grades 7-12)			
Total enrollment (thousands)	146.0	124.0 ¹	-
Gross enrollment ratio	16.9	15.0 ¹	26.5
Gross enrollment ratio, female	10.3	9.0	24.4
Teachers (thousands)	6.3 ¹	4.8 ¹	-
Teachers, % female	16.0 ¹	17.0 ¹	-
Pupil-teacher ratio	27.0 ¹	34:1 ¹	-
Tertiary			
Total enrollment (thousands)	13.8	11.0 ¹	-
Gross enrollment ratio	3.1	2.6	3.1
Gross enrollment ratio, female	19.0	.90 ¹	-
Finance			
Education as % of GNP	3.2 ³	3.2 ⁴	4.3
Primary education as % of total education budget ¹	51.0	-	-
Per pupil expenditure, primary (\$) ¹	48 ³	-	-
Demographic and Health Survey Data-1996²	Male	Female	Total
Primary net attendance ratio	53	34	44
Primary school completion rate	23	9	15
Secondary net attendance ratio	13	7	10

Primary Source: World Bank, Data Development Group, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²DHS definitions—

Primary net attendance ratio: percent of the official primary school age population (6-11 in Benin) that attends primary school.

Primary school completion rate: percent of the population age 15 and older that has completed primary school or higher.

Secondary net attendance ratio: percent of the official secondary school age population (age 12-18) that attends secondary school.

³Data from 1995.

⁴Data from 1994.

OTHER DONORS WITH EDUCATION PROGRAMS

The World Bank assists with in-service teacher training, the provision of pedagogical materials, school construction, and financial tracking and accountability. France provides assistance in secondary and higher education and teacher training assistance in primary education. The European Union's (EU) intervention in education is limited. Its assistance contributes to school construction and technical training. Japan has recently launched a major school construction project. Other multilateral organizations and international PVOs also contribute to Benin's primary education reform. During the donor round table held in May 1997 in Benin, France pledged more than \$11 million over three years, the World Bank \$53 million, and the EU more than \$3 million.



ETHIOPIA



BACKGROUND

Ethiopia remains among the world's poorest countries. Steady and measurable progress in the economic and social sectors have yet to make significant impacts on the overall standard of living for most Ethiopians. Per capita GNP remains low, near \$110. Across the board, social statistics continue to be among the world's lowest, and in areas such as malnutrition and primary school enrollment rates, Ethiopia ranks the lowest in the world.

The Government of the Federal Democratic Republic of Ethiopia (GFDRE) confronts challenges in all sectors of the economy and has mounted a series of sector development programs based on carefully considered priorities. Major sector development programs have been undertaken and put into action in vital areas including transportation, education, and health. A new program is also planned for the energy sector. The GFDRE efforts to structure investments in agriculture are being developed with great attention to respond to Ethiopia's unique challenges and potential. This is made possible by the utilization of a three-pronged approach that addresses: 1) food security needs in high potential production areas; 2) food security needs in lower production areas; and 3) strengthening government capacity to respond to emergencies and address needs in chronically vulnerable areas.

The country's promising economic growth over the past seven years—often affected by unfavorable weather—has been encouraging as are gains beginning to occur in the education sector. Since 1991, the GNP has kept pace at a rate of 6-7% growth per annum and investments, both foreign and domestic, have increased. Although the full impact of the Ethio-Eritrean conflict has yet to be seen, many remain hopeful that Ethiopia's education reform will continue to progress.

Ethiopia Social and Economic Indicators	Ethiopia 1997	Ethiopia 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	59.8	54.9	563.8
% Population 0 to 14	46	46	-
Population growth rate	2.6	2.9	-
Urban population as % of total population	16.3	15.0	30.6
Mortality & Life Expectancy			
Infant mortality rate	107	-	91 ²
Under 5 mortality rate	175	-	147 ²
Life expectancy (m/f)	42/44	-	49/52 ²
Economic Performance & Expenditures			
GNP per capita (\$)	110	119	489
GNP growth rate	3.0	-3 ^{1, 3}	-1 ^{1, 3}
Military expenditure as % of GNP	2.2 ⁴	-	-
Public spending on education as % of GNP (all levels)	4.0 ⁵	4.0	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	10.70	19.60 ¹	-
Official development assistance as % of GNP	10.0	22.3 ¹	-
Total external debt (billions, \$)	10.8	10.6 ¹	-
Total external debt as % of GNP	-	-	74.4
Illiteracy			
Adult Illiteracy (m/f)	59/71	55/75 ⁴	35/52 ⁴

Primary Source: World Bank, Data Development Group, 1999. UNDP

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

²Data from 1997.

³Data from 1990-1996.

⁴Data from 1995.

⁵Data from 1996.

STATUS OF ETHIOPIA'S EDUCATION REFORM

In 1991, the primary education system was a weakened and discredited shell, with an attendance rate of about 20%, inadequate facilities, poorly paid, undertrained and demoralized teachers, and a stagnant policy and strategic framework for the sector. Rapid improvement of this system required coordinated interventions to improve the policy and procedural frameworks, improve and increase trained administrators and staff, and sustainably increase both the resources flowing to schools and the local support. To achieve this, USAID worked with the GFDRE to develop a combination of policy oriented and grass-roots oriented project assistance. Through the Basic Education Systems Overhaul (BESO) program, USAID is providing technical, financial, and other assistance to the GFDRE to bring about policy change, improve education sector financing, and decentralize administration. USAID is also helping the government by working with teacher training institutes to improve teacher preparation, curricula, policies and facilities, and by assuring the sustainable availability of key inputs such as books and improved curricula.

Implementation is now in its fourth year, and gains are already evident. The Ministry of Education has drafted new minimum primary schooling standards to monitor progress on quality objectives. A new career and salary structure for teachers has been in operation for three years. Teacher training methods and facilities are improving, with greater numbers of female trainees receiving increased attention. At the community level, over a thousand schools in the two BESO focus regions have been improved with communities increasingly taking over management responsibilities.

Curriculum development, for the first time, involves direct input from teachers and communities. BESO focus regions have started to use desktop publishing mechanisms to reduce textbook publication costs and improve quality. Planning and policy analysis techniques are improving, which are linked to more efficient collection and production of educational data. Work on school mapping, started by BESO in the focus regions, is now becoming a planning tool in other regions.

Gender related objectives are being met through increased numbers of female trainees in the teacher training institutes and a public campaign to encourage parents to send their daughters to school. GFDRE financing for education has also improved with an increase in the national budget share for education from 14.8% to 17% over the past four years. The financing of education is diversifying with the opening up of private schools for the first time in over 20 years and cost sharing measures taking shape at secondary and tertiary levels. Finally, competition for textbook production contracts is expanding out of the public sector, and resulting in private firms winning publishing contracts at the regional level.

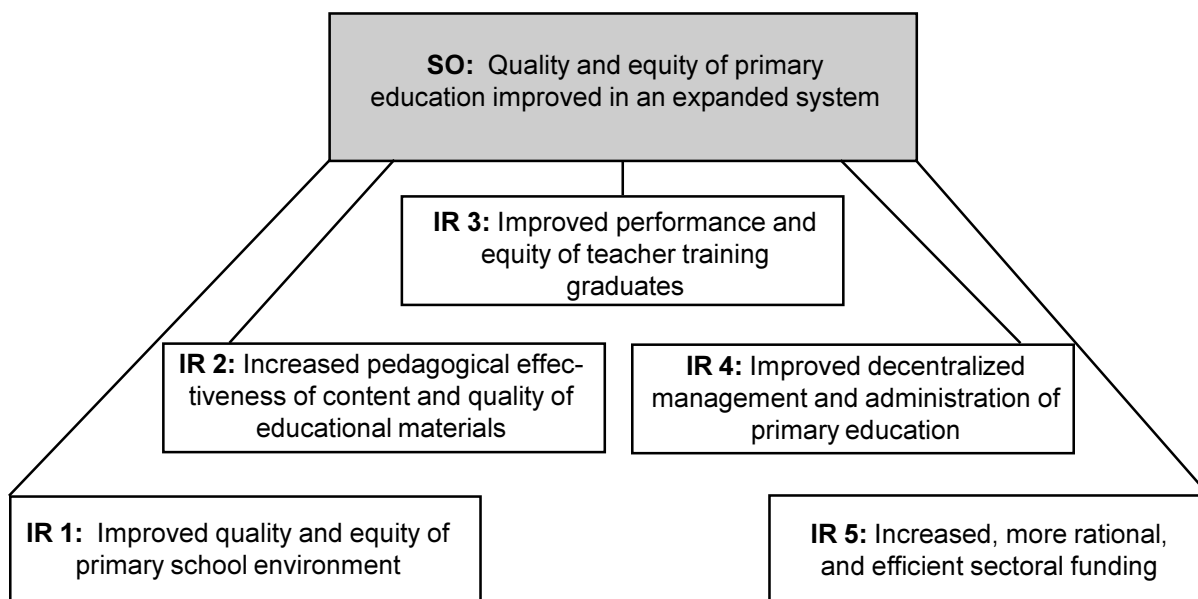
The GFDRE has developed and put into action a five year Education Sector Development Plan (ESDP) with an overall investment target of \$1.96 billion. This comprehensive plan has been developed jointly by the federal and regional governments and has received technical support from World Bank-led joint donor missions involving 12 agencies, including USAID. The plan is serving as a development framework for longer-term government and donor efforts to fundamentally rebuild the education sector. Among the objectives of the ESDP is universal primary education by the year 2015, which, as the first two years of the ESDP has shown, is very likely.

USAID PROGRAM ACTIVITIES

USAID assistance efforts use a combination of policy changes and project interventions to: 1) improve the quality and equity of the primary school environment; 2) enhance the efficiency and effectiveness of key quality-related services, such as teacher utilization and textbook availability; 3) improve the quality of teacher training; 4) improve decentralized management and administration of primary education; and 5) increase and rationalize sectoral financing.

USAID interventions occur at the national level to promote system-wide gains and in the two focus regions (containing about 25% of the country's population) to improve the administration of the newly decentralized system. USAID assistance strengthens the development of more relevant curricula, the supply of instructional materials to schools, and the skills of education administrators, school principals, and newly recruited primary school teachers (with particular attention to females). Furthermore, within hundreds of rural settings, communities are identifying problems that have eroded performance of the education sector and are receiving direct support to redress these problems. Finally, USAID supports spreading the gains and lessons from the target regions to other regions throughout the country.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Basic Education System Overhaul (BESO)

Project Numbers: 663-0014 (NPA); 663-0015 (PA)

Funding level

\$50 million (NPA)

\$75 million (PA)

Initial obligation date and estimated completion date

1995-2001

Program Conditionalities

Program conditionalities target ministry policies to decentralize financing and administration, increase the primary education budget, strengthen school-based management, and improve teacher recruitment and training.

- ✓ Establishment of one central and two regional management reform committees
- ✓ Identification of entities responsible for financial, policy, institutional, and administrative authority
- ✓ Increase in total education allocations in annual budget equal to at least 16% of total budget, excluding debt

-
- ✓ Increase in primary education allocation as a proportion of total education allocation towards goal of 60% by end of program
 - ✓ Increases in nonsalary expenditures at school level, and quality-enhancing inputs for primary education
 - ✓ Identification of constraints to local school-based management
 - ✓ Implementation of action plan for a primary teacher certification policy
 - ✓ Development of minimum quality standard for primary education
 - ✓ Evaluation of existing primary teacher hiring, assignment, and transfer policies
 - ✓ Development of a plan to reform and improve curriculum of primary teacher training institutes

Project Contractors

The Basic Education System Overhaul (BESO) Project

BESO contracts with the Academy for Educational Development and its sub-contractors (Research Triangle Institute, Save the Children/USA, American Institute for Research—Center for International Research, and Clark Atlanta University) for technical assistance in planning, curriculum development, and teacher and head teacher training. The project began in 1995 and runs to 2001.

BESO Cooperative Agreements

Cooperative agreements have been awarded to the locally-based PVO, Tigray Development Association, and World Learning, Inc. to help develop community support for schools.

Ethiopia Education Indicators 1995 (unless otherwise indicated)	Ethiopia 1995	Ethiopia 1994	Sub-Saharan Africa 1994
Primary (Grades 1-6)			
Total enrollment (thousands)	3,380.0	2,722.0 ¹	-
Gross enrollment ratio	37.5	31.3	76.7
Gross enrollment ratio, female	26.9	23.1	69.2
Teachers (thousands)	105.8	83.1 ¹	-
Teachers, % female	26.2	27.3	38.2
Pupil-teacher ratio	42:1	33:1	41:1
Secondary (Grades 7-12)			
Total enrollment (thousands)	426.5	756.0 ¹	-
Gross enrollment ratio	8.4	11.1	26.5
Gross enrollment ratio, female	7.0	10.0	24.4
Teachers (thousands)	12.1	26.3 ¹	-
Teachers, % female	8.2	10.0 ¹	-
Pupil-teacher ratio	35:1	33:1	-
Tertiary			
Total enrollment (thousands)	212.1	32.7 ¹	-
Gross enrollment ratio	0.70	0.70 ¹	3.1
Gross enrollment ratio, female	0.30 ¹	0.30 ¹	-
Finance			
Education as % of GNP	4.0	4.7	4.3
Primary education as % of total education budget	51	-	-
Per pupil expenditure (primary, \$)	47 ²	-	-

Primary Source: World Bank, Data Development Group, 1999.

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

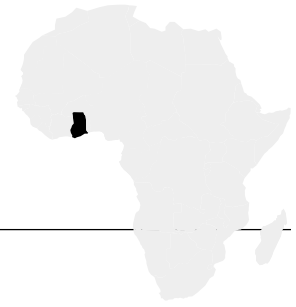
²Data from 1996.

OTHER DONORS WITH EDUCATION PROGRAMS

USAID assistance has been explicitly designed to conform to and promote the stated education policies and priorities of the GFDRE. While USAID is seen as the major donor in this area, others supporting primary education include the World Bank, UNICEF, Sweden, Germany, Finland, and Ireland. Currently, Japan is developing a sector assistance program and is exploring ways to develop a coordinated approach with USAID.



GHANA



BACKGROUND

The 1999 United Nations Human Development Index—which measures life expectancy, adult literacy, and per capita income—ranks Ghana 133 out of 174 countries, making it one of the few countries in sub-Saharan Africa to achieve medium level human development. Ghana’s development is constrained by low private sector investment, rapid population growth (3%), inadequate health care, low educational status of its citizens, and institutions that are struggling to be effective in a swiftly changing society. Recent setbacks in macroeconomic management slowed growth to an estimated 4.5% between 1992 and 1996 and led to high, double digit inflation and tight credit. The Government of Ghana is committed to reducing deficit spending, stabilizing the economy, and pursuing an annual growth rate of at least 7%. The challenge is to address fundamental macroeconomic problems, such as excessive increases in the money supply and public sector spending, and unacceptably high inflation and interest rates, while expanding support to the private sector, and accelerating privatization and other reforms to increase broad-based sustainable growth. A growing and diversified economy, complemented by better education, lower population growth, and better health, will generate increased investment, higher incomes, and improved living standards. Ghana’s external debt stands at \$5.4 billion, 79% of gross domestic product. Debt service equals 39.7% of exports. Given healthy foreign exchange reserves and minimal arrearage, Ghana is, so far, able to manage this burden. Ghana has set an ambitious goal of becoming a middle-income country by the year 2020, and it will need donor assistance for at least half this period to attain this goal.

Ghana Social and Economic Indicators	Ghana 1997	Ghana 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	17.98	17.14	563.82
% Population 0 to 14	44	45	-
Population growth rate	2.6	2.7	-
Urban population as % of total population	36.9	-	30.6
Mortality & Life Expectancy			
Infant mortality rate	66	-	91 ²
Under 5 mortality rate	102	-	147 ²
Life expectancy (m/f)	58/62	-	49/52 ²
Economic Performance & Expenditures			
GNP per capita (\$)	390	370	489
GNP growth rate	-	-1.3 ^{1, 3}	-1 ^{1, 3}
Military expenditure as % of GNP	1.4 ^{1, 4}	-	-
Public spending on education as % of GNP (all levels)	-	-	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	27.20	33.00	-
Official development assistance as % of GNP	7.4	10.3	-
Total external debt (billions, \$)	5.98	5.46	-
Total external debt as % of GNP	88.6	-	74.4
Illiteracy			
Adult illiteracy (m/f)	24/44	25/47 ⁴	35/52 ⁴

Primary Source: World Bank, Data Development Group, 1999. UNDP

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²Data from 1997.

³Data from 1990-1996.

⁴Data from 1995.

STATUS OF GHANA'S EDUCATION REFORM

USAID has supported the primary education sector in Ghana since the early 1990s. Initial assistance focused on stabilizing government expenditures on primary education, supplying textbooks and other teaching materials, and conducting in-service training for teachers. With USAID assistance, more than 6 million textbooks have been printed. This is nearly enough to ensure that each pupil in the primary education system is equipped with a basic learning tool. This is a substantial improvement over 1992 figures that show that only half of the pupils had access to textbooks. There have been comparable improvements in providing teachers with basic materials and training. Approximately 96% of all primary school teachers have been equipped with instructional materials such as chalk, pens, paper, and record books compared to 50% in 1992. Almost 95% of primary school teachers have been trained to meet a minimum standard for teaching English and math, compared to 66% in 1992. More work needs to be done for these important gains to improve learning. A curriculum-based test for sixth graders conducted for the past five years has provided invaluable information to the Ministry of Education (MOE) on student performance. The low test results and ensuing public discussion have helped to focus the government's attention on weaknesses within the primary education system. This has led to the MOE undertaking discussions with USAID and other donors on how to effectively improve the primary education system.

USAID PROGRAM ACTIVITIES

The purpose of USAID's program is to increase the effectiveness of the primary education system through the Quality Improvements in the Primary Schools (QUIPS) program. This six-year activity assists the Ministry of Education to 1) establish 330 partnership schools in all 110 districts of Ghana, and 2) inform key educational policies to ensure that best practices from the partnership schools will be widely replicated throughout the primary system.

The QUIPS program concentrates on four major results. First, improvement of the learning environment through policy change and by strengthening the capacity of districts to effectively plan and manage resources. Second, effective classroom teaching supported through improved supervision, continuous student assessment, and pupil-centered teaching methods. Third, greater community involvement in local education fostered through assistance to local school associations and committees. (The QUIPS-introduced Community-School Improvement Plan ties these three objectives together and helps all parties manage the implementation process). The fourth result, policy reform, concentrates on improving education policies in four critical areas: 1) curriculum development, 2) educational personnel management, 3) capacity building at the local level, and 4) school data collection and analysis.

Program foci include:

Improve the Learning Environment

- ♦ Three hundred thirty schools in all 110 districts of the country benefit from infrastructure rehabilitation and expansion.
- ♦ All 330 partnership schools and communities develop community-school improvement plans.

More Effective Teaching

- ♦ In-service professional development is provided to all partnership schools (teachers, head teachers, and circuit supervisors) with a series of six school-based interventions and two residential workshop interventions over a two-year period. Teacher trainers use experiential teaching/learning processes.

-
- ♦ School-based interventions in all schools focus on 1) lesson plan development and general planning; 2) pupil-centered techniques/approaches for literacy, numeracy, and critical thinking; 3) classroom supervision, and 4) continuous assessment of pupil learning. A two-week residential workshop to follow-up school-based interventions for teachers, head teachers, and circuit supervisors is held in the first year. A one-week workshop for head teachers, circuit supervisors, and regional training officers on supervision and management techniques is conducted in the second year.
 - ♦ Pre-service training focuses on sharing lessons emerging from the partnership schools with teacher training colleges (TTCs). USAID plans to work in as many as six TTCs.

Support Greater Community Involvement

- ♦ Community mobilization is achieved by introducing the community to quality education through participatory rapid appraisal and participatory learning appraisal activities and an IEC campaign (e.g., community dramas to deliver education messages). A handbook on effective community mobilization activities facilitates this process.
- ♦ Communities are supported to participate in the design of quality education through parent-teacher associations and school management committees. Skills training is provided in effective meeting management, basic funds management, project planning, and proposal writing.
- ♦ Microgrants (\$1,800 per community) are provided to support community-initiated projects that focus on improving the quality of the learning environment.

Revise the Primary Curriculum and Develop Instructional Materials

- ♦ Standardized achievement tests in Mathematics and English are administered in all Partnership Schools to identify areas of curriculum (competencies) in which students are weak and need remedial assistance.
- ♦ In-service professional development workshops on instructional material development are conducted in conjunction with the more effective teaching component.
- ♦ Key curriculum lessons emerging from QUIPS have resulted in the development of the *Linkages in the Learning Sequence*, an innovative guide that assists teachers in operationalizing the syllabi and integrating reading, writing, and critical thinking across the curriculum.

Improve Education Personnel

- ♦ Two 5-day workshops provide skills training to head teachers, circuit supervisors, and district officials in personnel policies and procedures. Assistance is provided to all district education offices in clarifying roles and responsibilities of key district level education personnel.

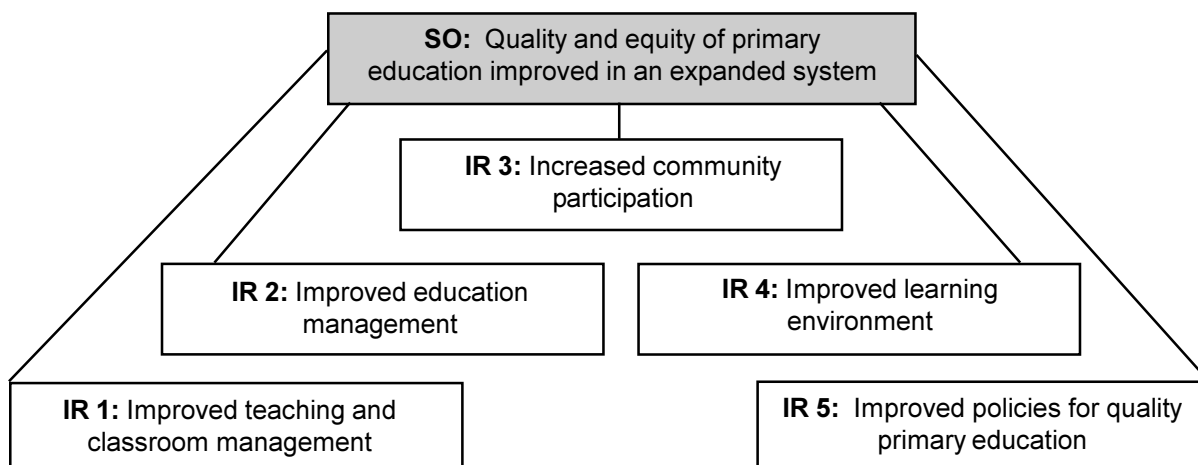
Increase Capacity and Authority of Districts and Schools

- ♦ Training is provided to partnership school and district education personnel in planning, budgeting, management of financial and personnel records, and in strengthening the decentralization of financial and budget functions.

Improve School Quality and Information

- ♦ Training is provided to district directors of education, assistant directors of supervision, and district monitoring assistants to identify, collect, and use relevant school data.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Quality Improvements in the Primary Schools (QUIPS)
Project Numbers: 641-0128 (NPA); 641-0129 (PA)

Funding level

\$15.5 million (NPA)

\$35 million (PA)

Initial obligation date and estimated completion date

FY 1996-2001

Program Conditionalities

Tranche #1

The grantee will identify senior representatives of the Ministry of Finance and Ministry of Education who will be responsible for assuring the implementation of the Model School Programme; grantee will specify the resources to be allocated to its activities for the forthcoming Ghanaian fiscal year.

The grantee has developed policy and implementation guidelines for reducing the number of primary subjects and increasing instructional time for language, and disseminated these guidelines to district and school educational personnel.

The grantee has conducted an analysis of education personnel staffing and needs of the Ministry of Education and the Ghana Education Service at the central, regional, district, and school levels, and implemented a plan for reassigning personnel in selected districts.

The grantee has prepared an explicit plan for effective distribution, utilization, and monitoring of instructional materials, and implemented it in the selected districts.

Tranche #2

To increase the efficient use of educational resources throughout the system, the grantee must have adopted and nationally publicized a comprehensive policy on reforming the system for the production and distribution of textbooks for basic education that includes a more significant role for the private sector. The policy must explicitly endorse a national or decentralized approach and identify specific responsibilities and roles of the public and private sectors in textbook publication and distribution. The grantee will also provide a strategic framework and timeline for implementation of the policy.

To ensure that educational resources are available throughout the system, the grantee must have distributed all textbooks and materials funded by USAID's Primary Education Program (PREP). The grantee must verify that:

- ✓ All warehoused PREP-funded textbooks and school materials have been distributed and are in the schools;
- ✓ Currently warehoused textbooks that were listed as needed by districts in the 1998 Ghana Education Service Basic Education Textbook inventory have been distributed and are in the schools; and
- ✓ Financial provision has been made for the procurement and distribution of textbooks required to close the gap between the needs identified in the inventory, and those distributed from current stock.

To establish a consistent basis for measuring student performance, the grantee must conduct and publicize the results of the national 1998 criterion referenced test (CRT) to measure and compare student performance. Specifically, the grantee must verify that:

- ✓ Sufficient funds are currently available in the MOE budget for the administration and analysis of the 1998 CRT, and a budget line identified to assure the continuation of a national CRT in a minimum of 5% of Ghanaian primary schools through 2002;
- ✓ All USAID-funded partnership schools will be included in the total number of schools tested; and
- ✓ Beginning with the 1997 test results, the final CRT scores will be publicized annually in national newspapers within months of test administration. The annual CRT report itself will include a breakdown of information by subject, gender, region, district, and school. Scores from partnership schools, comparison schools, and other schools should be clearly indicated.

To begin the process of improving educational personnel management, the grantee must develop and pilot, in a minimum of two regions (all districts), a plan that assures the timely payment of all Ghana Education Service employees, including newly enrolled and transferred primary teachers. The grantee must verify that for new or transfer employees, payment has been made within two months from the date of assumption of office. After that, payment has been made within one month of the payment due date. Success of the plan will be validated by the Ghana Audit Service.

Project Contractors

- ♦ The Academy for Educational Development, the American Institute for Research—Center for International Research, and Aurora Associates are working on narrowing the gap between central-level policy and the classroom by introducing innovations at the school level in improving the learning environment and promoting effective teaching and supervision in the classroom. At the policy level, the Improving Learning through Partnerships program (ILP) is working on educational policies in the areas of curriculum, education personnel, and increased capacity of districts and schools.
- ♦ Education Development Center, CARE, and Save the Children are working with the community to strengthen the ability of Ghanaian parents and communities to improve the quality of education in their primary schools.
- ♦ International Education for Self-Help works in pre-service teacher training by providing teachers to Teacher Training Colleges and the University of Cape Coast.
- ♦ The Mitchell Group works on improving the monitoring and evaluation of school quality information and building more capacity within the Ministry of Education.

Ghana Education Indicators	Ghana 1997	Ghana 1994	Sub-Saharan Africa 1994
Primary (Grades 1-6)			
Total enrollment (thousands)	2,012	-	-
Gross enrollment ratio	75.1	36.3	76.7
Girls enrollment ratio, females	68.9	-	69.2
Teachers (thousands)	73	-	-
Teachers, % female	35	-	38.2
Pupil-teacher ratio	27	-	41:1
Secondary (Grades 7-13)			
Total enrollment (thousands)	830 ²	-	-
Gross enrollment ratio	36.4	-	26.5
Gross enrollment ratio, female	28.4	-	24.4
Teachers (thousands)	46 ²	-	-
Teachers, % female	22 ²	-	-
Pupil-teacher ratio	18.2 ²	-	-
Tertiary			
Total enrollment (thousands)	-	-	-
Gross enrollment ratio	1.4 ²	-	3.1
Gross enrollment ratio, female	0.6 ²	-	-
Finance			
Education as % of GNP	3.3 ²	-	4.3
Primary education as % of total education budget	-	-	-
Per pupil expenditure, primary (\$)	-	-	-
Demographic and Health Survey Data-1998¹	Male	Female	Total
Primary net attendance ratio	77	76	76
Primary school completion rate	35	33	58
Secondary net attendance ratio	13	7	34

Primary Source: World Bank, Data Development Group, 1999.

²DHS definitions—

Primary net attendance ratio: percent of the official primary school age population (6-11 in Benin) that attends primary school.

Primary school completion rate: percent of the population age 15 and older that has completed primary school or higher.

Secondary net attendance ratio: percent of the official secondary school age population (age 12-18) that attends secondary school.

²Data from 1990.

OTHER DONORS WITH EDUCATION PROGRAMS

The World Bank has provided a \$50 million loan for the Basic Education Investment Program aimed at improving access and quality, particularly in impoverished areas. The United Kingdom has a \$85 million program that complements and closely resembles the quality education approach taken by USAID. German assistance has targeted rehabilitating teacher training institutions and improving teacher education. UNICEF has a five-year country education program that concentrates on girls' education and community-based education programs. The EU plans to continue providing funds for nonwage expenditures.

Transparency and coordinated planning among donors has improved in great part because of USAID. Specifically, the initiation of regular technical working groups, the development of a national syllabi enhancing Integrated Learning Sequence and teacher's guide, and the Annual Forum on Shared Learning are all direct results of USAID leadership.

With the selection of Cohort III Partnership Schools and Communities in July 1999, all 10 regions of the country will be involved in the QUIPS program.



GUINEA



BACKGROUND

Guinea's human resource base and domestic economy are still recovering from 26 years of Sekou Toure's rule, which ended with his death in 1984. His regime suppressed civil society and the private sector and devastated a prosperous agriculture sector. During the period, the judicial system atrophied, essential social services and infrastructure collapsed, and state central planning destroyed the economy. The current government has undertaken a program of dramatic political and economic reforms that has liberalized the economy, restrained public sector spending, controlled inflation, and stabilized the exchange rate as well as improved social services. It is encouraging to note that primary school gross enrollment increased from 28% to 50% between 1990 and 1996, and girls' enrollment from 17% to 35%. In the health sector, the implementation of the new national population policy aims to reduce population growth, and family planning services are operational in over two-thirds of the public health centers. Although Guinea's agricultural production has been increasing over the past five years, further increases will depend on improved natural resource management. A large influx of refugees from Liberia and Sierra Leone, who have been provided with the same services available to Guinea citizens, has stretched Guinea's service delivery system and placed additional pressure on the local environment. Guinea held multi-party presidential elections in 1993 and legislative elections in 1995. The opposition won a third of the national assembly seats. The legislature now plays a strong role in national budget reviews. Guinea has a very active independent print media. Though the legal framework is largely in place for the creation of genuine democratic institutions, gaps exist between the laws and the reality of politics and administration, and between decision-makers and those who are affected by them.

Guinea has enormous potential to become both an economic and a political success. But without a much stronger human resource base, economic growth and democratization cannot flourish. Thus, USAID has focused on basic education, natural resource management, democracy and governance, and health and family planning.

Guinea Social and Economic Indicators	Guinea 1997	Guinea 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	6.92	6.43	563.82
% Population 0 to 14	45	46	-
Population growth rate	2.4	2.6	-
Urban population as % of total population	30.6	28.5	30.6
Mortality & Life Expectancy			
Infant mortality rate	120 ²	-	91 ³
Under 5 mortality rate	182 ²	-	147 ³
Life expectancy (m/f)	46/47 ²	-	49/52 ³
Economic Performance & Expenditures			
GNP per capita (\$)	550	560	489
GNP growth rate	1.9	4.1 ⁴	-1.0 ⁴
Military expenditure as % of GNP	1.5 ⁵	-	-
Public spending on education as % of GNP (all levels)	1.8 ^{1, 5}	1.8 ^{1, 5}	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	55.20	56.00	-
Official development assistance as % of GNP	10.3	10.8	-
Total external debt (billions, \$)	3.52	3.11	-
Total external debt as % of GNP	95.3	93.6	74.4
Illiteracy			
Adult illiteracy (m/f)	-	-	35/52 ⁵

Primary Source: World Bank, Data Development Group, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²Data from 1992.

³Data from 1997.

⁴Data from 1990-1996.

⁵Data from 1995.

STATUS OF GUINEA'S EDUCATION REFORM

Since 1990, USAID has been part of a multi-donor effort to assist the Government of Guinea (GOG) to implement its primary education sector reform program. The first phase of the reform, from 1990-1995, focused on increasing primary school enrollment, which stood at 28% in 1990. Initially, USAID leveraged an increase in the GOG budget share for primary education. As a direct result, the GOG's allocation for its education sector budget rose from 13% of the national budget in 1989 to 26% in 1996. Primary education's share of the education budget rose from 35% to 39% over the same period, and over 1,800 teachers were redeployed from the secondary to the primary school level. USAID's technical assistance to the Ministry of Education helped bring planning closer to the local school level as certain key budgeting and management functions were decentralized with the creation of 46 regional and local finance and administration units. These units maintain a regular reporting system based on actual local primary school expenditures. Finally, USAID was the first donor in Guinea to emphasize the issue of equity in primary schooling. The Agency helped the Ministry of Education's Equity Committee to carry out a highly successful social awareness campaign for the education of girls and rural children in the mid-1990s. As a result, girls' enrollment rates for grades 1-6 rose from 17% to 35% between 1990 and 1996, and the share of girls' enrollment in the first grade went from 34% to 45%. Overall, the success of USAID and other donor contributions to the GOG's education reform effort is reflected in the increase in the primary school gross enrollment rate, which rose from 28% in 1990 to 50% in 1996.

USAID PROGRAM ACTIVITIES

USAID continues to support national and donor efforts to reform primary education by improving the quality and equity of primary schooling and increasing local community participation. USAID assistance will improve the ministry's planning, management, and decision-making capabilities; improve instruction through in-service teacher training; provide low-cost teacher and student materials; and improve opportunities for regional and gender equity by increasing local communities' capacity to directly support education. A major USAID emphasis is parent-teacher association development for increased community participation and decision-making.

The second phase of the GOG primary education reform program (1996-2000) focused on improving the quality and equity of education, and increasing local community participation in school-level education management. USAID supports these goals as part of a multi-donor effort, through the Fundamental Quality and Equity Levels Activity. The three main areas of emphasis are:

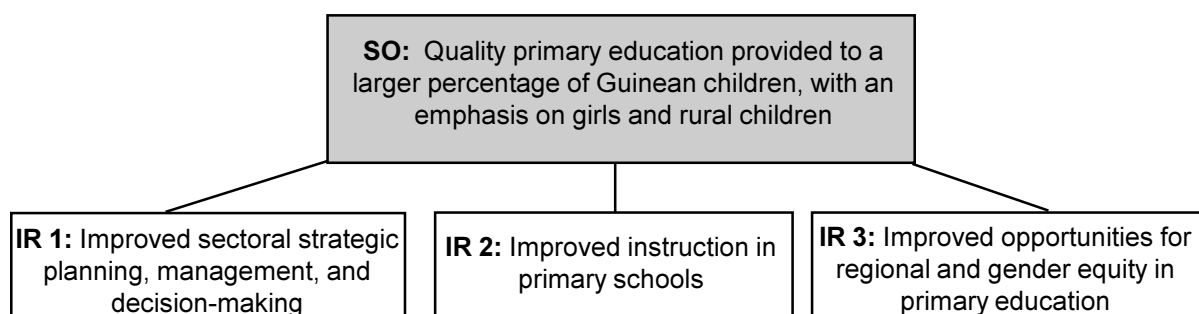
Improving the Ministry of Pre-University Education's (MEPU) strategic planning, management, and decision-making capabilities. USAID activities strengthen strategic planning capacity and the link between budgeting and planning. Personnel are trained to analyze policy options within a context of budgetary and human resource limits. USAID aids the decentralization process and trains regional units that plan, budget, and are held accountable for good resource management. MEPU staff will also receive training on how to increase stakeholder participation in planning and developing guidance and procedures for regular policy dialogue with public and private sector stakeholders.

Improving instruction in primary schools. To improve classroom quality, USAID supports in-service teacher training and helps the National Pedagogical Institute produce low-cost teaching *materials* and student materials. Eliminating *stereotyping* in school materials and teaching methods is an important aspect of USAID's curriculum development efforts.

Improving opportunities for regional and gender equity in primary education. Where equity and access to education are major problems, U.S. and Guinean NGOs and associations are helping build the capacity of local NGOs and parent associations to increase community support for schooling in

poor rural communities. Priority is given to changing attitudes toward girls' education. To develop, plan, and manage activities that increase girls' and rural children's participation in education, USAID's Girls and Women Education Activity works with the MEPU's Equity Committee and a newly formed National Working Group for Girls' Education.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Fundamental Quality and Equity Levels (FQEL)

Project Number: 675-0230

Funding levels

\$20 million

Initial obligation date and estimated completion date

1995-2001

Program Conditionalities

First disbursement conditions:

Prior to the first disbursement under the grant or to issuance by USAID of documentation pursuant to which disbursement will be made, the grantee will, except as the parties may otherwise agree in writing, furnish to USAID in form and substance satisfactory to USAID:

- ✓ An opinion of counsel acceptable to USAID that this agreement has been duly authorized and/or ratified by, and executed on behalf of, the grantee, and that it constitutes a valid and legally binding obligation of the grantee in accordance with all its terms;
- ✓ A statement of the name of the person holding or acting in the office of the grantee specified in Section 8.2, and of any additional representatives, together with a specimen signature of each person specified in such statement; and
- ✓ Evidence that office space at MEPU is available for use by the technical assistance team.

Covenants:

- ✓ The grantee agrees, except as USAID may otherwise agree in writing, that in calendar years 1996, 1997, 1998, and 1999, it will:
 - 1) Maintain an actual expenditure level of not less than US\$5.00 per primary school pupil for pedagogical classroom materials, the composition of which will be defined by the grantee in collaboration with USAID;
 - 2) Maintain an actual expenditure level of not less than US\$75.00 per primary school teacher for in-service teacher training and teacher support/supervision activities, the composition of which will be defined by the grantee in collaboration with USAID; and

-
- 3) Maintain an actual expenditure level for primary teacher salaries that is not less than the 1995 actual expenditure level.
 - ✓ The grantee agrees, except as USAID may otherwise agree in writing, that it will:
 - 1) Create and adopt the fundamental quality level approach as the planning framework to be used to allocate resources for the development of primary education in Guinea;
 - 2) Implement its reorganization plan, entitled “La Réorganisation du Ministère de l’Enseignement Pré-Universitaire et de la Formation Professionnelle”;
 - 3) Adopt and implement its plan for reorganization of the regional and prefectural structure of MEPU.

Project Contractors

USAID implements activities through one contract and three grants:

- ♦ The Education Development Center and its sub-contractors, Research Triangle Institute and Creative Associates, are contracted to provide technical assistance to the ministry in the first two intermediate results. The contract began in 1997 and runs through 2001.
- ♦ World Education (1997-2000), and Save the Children Foundation (1997-2001) provide assistance to communities and parent teacher associations, promoting increased community participation and improved equity in primary education in targeted areas. Plan Guinée (the local NGO affiliate of Plan International—1997-2001) is responsible for the implementation of Guinea’s Girls’ and Women’s Education component.

Guinea Education Indicators	Guinea 1995	Guinea 1994	Sub-Saharan Africa 1994
Primary (Grades 1-6)			
Total enrollment (thousands)	584.2	-	-
Gross enrollment ratio	48.0	46.3	76.7
Gross enrollment ratio, female	33.4	31.5	69.2
Teachers (thousands)	11.9 ¹	11.7 ¹	-
Teachers, % female	25.2	-	38.2
Pupil-teacher ratio	49:1	-	41:1
Secondary (Grades 7-13)			
Total enrollment (thousands)	133.0 ¹	-	-
Gross enrollment ratio	12.0	-	26.5
Gross enrollment ratio, female	25.1	-	24.4
Teachers (thousands)	5.3 ¹	-	-
Teachers, % female	12.0 ¹	-	-
Pupil-teacher ratio	-	27:1 ¹	-
Tertiary			
Total enrollment (thousands)	8.2 ^{1, 2}	8.1 ¹	-
Gross enrollment ratio	1.3 ^{1, 2}	1.3 ¹	-
Gross enrollment ratio, female	0.3 ¹	0.20 ¹	-
Finance			
Education as % of GNP	1.8 ¹	1.9 ¹	4.3
Primary education as % of total education budget	-	-	-
Per pupil expenditure (primary, \$)	37.00 ¹	42.00 ¹	-

Primary Source: World Bank, Data Development Group, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

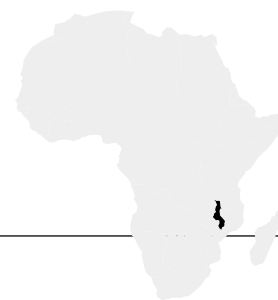
²Data from 1996.

OTHER DONORS WITH EDUCATION PROGRAMS

The primary education reform program in Guinea is one of the most successful examples of multi-donor cooperation. For the period 1996-2000, the World Bank education reform program totaled approximately \$53 million: 80% of this came from the Bank, 16% from the MEPU, and 4% from communities. The World Bank finances school construction, school nutrition programs, and school management micro-projects. France is financing approximately \$5 million in education assistance, providing technical advice on monitoring and evaluation of program impact, personnel issues, and curriculum reform, particularly at the secondary level. Donors coordinate their activities through a series of joint reviews and periodic meetings to collaborate on technical and policy issues.



MALAWI



BACKGROUND

Pre-colonial Malawi was a loosely organized society comprising the Chewa and Tumbuka and later the Yao and Ngoni ethnic groups. The British established the protectorate of Nyasaland in 1891, which was later federated with Northern and Southern Rhodesia. In July 1964, Nyasaland gained independence under the name of Malawi, and Hastings Banda was elected president. By 1971, Banda had consolidated his power and was named president for life. With the Malawi Congress Party and its paramilitary wing, the Young Pioneers, Banda kept Malawi under firm authoritarian control until the 1990s. Following escalating domestic and political unrest and strong pressure from the international community, Malawi took steps to open its political system and improve its human rights record. In 1993-94 the country moved quickly to become a multiparty democracy.

Malawi's political and economic development has been impeded historically by its narrow economic base, concentrated ownership of assets, limited foreign and domestic investment, authoritarian leadership, high population growth, and low education levels. Life expectancy at birth is under 45 years. The infant mortality rate (134 per 1,000) and malnutrition are among the highest in Africa. Only half the population has access to safe drinking water and the prevalence of HIV/AIDS is high and growing. Annual per capita gross domestic product is estimated below US\$200, and external debt in 1997 was \$2.37 billion.

The country's food and agricultural problems have been exacerbated by three serious droughts in four years between 1991 and 1995. High population density, disease, small land holdings, traditional agricultural techniques, and pervasive poverty contribute to deforestation, overworked soils, and low agricultural output. Despite the daunting challenge of managing an open economy that is subject to intermittent droughts and instability while nurturing a young democracy, the government's commitment to economic and political reforms remains strong and it is an excellent partner for U.S. development assistance.

Malawi Social and Economic Indicators	Malawi 1997	Malawi 1994	Sub-Saharan Africa 1994
Population Structure & Growth²			
Population (millions)	10.07	9.49	563.82
% population 0 to 14	47	47	-
Population growth rate	2.6	2.7	-
Urban population as % of total population	14.0	13.2	30.6
Mortality & Life Expectancy			
Infant mortality rate	133	-	91 ³
Under 5 mortality rate	224	-	147 ³
Life expectancy (m/f)	43/43	-	49/52 ³
Economic Performance & Expenditures			
GNP per capita (\$)	200	160	489
GNP growth rate	5.2	1.7 ^{1, 4}	-1.0 ^{1, 4}
Military expenditure as % of GNP	1.6 ⁵	-	-
Public spending on education as % of GNP (all levels)	6.2 ³	3.9	4.3
Development Assistance & Debt²			
Official development assistance per capita (\$)	33.90	49.90	-
Official development assistance as % of GNP	14.1	42.0	-
Total external debt (billions, \$)	2.21	2.02	-
Total external debt as % of GNP	89.0	-	74.4
Illiteracy			
Adult illiteracy (m/f)	27/57	-	35/52 ⁵

Primary Source: World Bank, Data Development Group, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²Population figures are from preliminary results of the 1998 census. The 1994 figure is higher because of the Mozambican refugee influx that tended to distort the Malawian population. On the other hand, the lower population could be a result of the AIDS pandemic.

³Data from 1997.

⁴Data from 1990-1996.

⁵Data from 1995.

STATUS OF MALAWI'S EDUCATION REFORM

In spite of its fiscal problems, the Government of Malawi (GOM) has demonstrated its strong commitment to primary education by allocating more resources to this sub-sector. Since 1992, the share of the GOM budget allocated to education has risen from 12% to nearly 27%, and the primary education share increased from 52% in 1992/93 to approximately 61.7% of the total recurrent budget for the education sector in 1997/98. USAID assistance has resulted in progress in reducing the pupil/teacher ratio from 68 in 1992 to 59 in 1997/98 by hiring approximately 22,000 new teachers. The total education budget devoted to learning materials has increased from about 1% in 1993/94 to 10% in 1997/98. Malawi has seen significant increases in both girls' enrollment, which is now 49% of total enrollment in first grade, and persistence—girls' enrollment in the eighth grade is now 40% compared to 35.6% in 1991. Girls' overall repetition in grades 1 to 8 has also declined from 20% in 1991 to 15.5% in 1996. The utilization of Malawi's teacher training college has been improved. Nationwide registration of all primary pupils is now done regularly, and provides basic planning and management data for school administration.

USAID PROGRAM ACTIVITIES

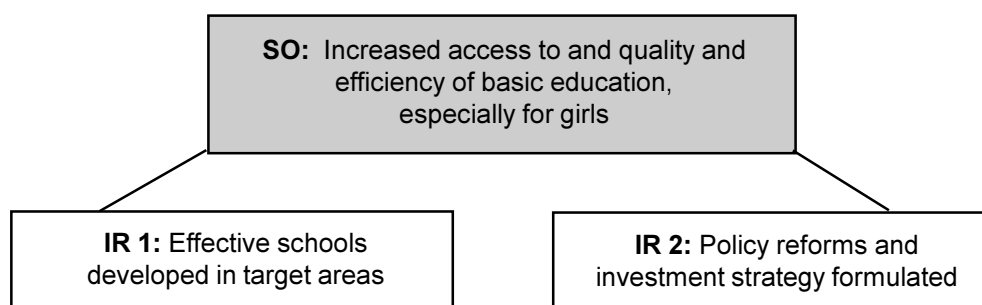
USAID's program focuses on three areas: 1) increasing the long-term financial resource base for primary education; 2) improving the quality, availability, and efficiency of primary education; 3) and improving the relevance of primary education for girls. Technical assistance, training, research, limited commodities, and support of policy reform help to improve education sector planning and budgeting; construct schools; recruit and train teachers; privatize distribution of learning materials; develop gender-sensitive curriculum and train teachers in its use; and establish a girls' scholarship fund. Among USAID's innovative programs was its social mobilization campaign to develop community action programs for increasing girls' enrollment and retention, and a grant to a private voluntary organization to test new approaches for community governance of schools.

During FY 1997 the social mobilization campaign (SMC) trained an astounding 26,320 local leaders, community members, and teachers through a total of 1,216 workshops. The program was amended in September 1998 and extended for a further three years. While the program continues to address issues of access, the overall strategy for the amendment is to support the development of an education sector reform wherein effective schools provide an environment in which the majority of children are learning. This strategy requires that there be targeted impact within specific schools, communities and areas and that governance, financing, and institutional decisions be implemented within an evolving process of policy formulation.

As before, USAID has launched a social mobilization campaign for educational quality (SMC-EQ) through community participation and formulation of community action programs aimed at developing an environment where communities take responsibility for quality education. Simultaneously, USAID has provided a grant to a private voluntary organization to develop sustainable and effective schools and effective classroom practice.

The project component of GABLE provides technical assistance, limited commodities, and funding for studies that support government institutions involved in implementing GABLE reforms and activities. The project also funds the monitoring and evaluation element of GABLE and a Social Mobilization Campaign, which was initially aimed at improving attitudes and practices toward education for girls, and now is sensitizing communities in targeted districts on quality education for all children.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Program Development & Support

Project Number: 675-0234

Funding levels

\$0.64 million

Initial obligation date and estimated completion date

1988-1999

Girls' Attainment in Basic Literacy and Education (GABLE)

Project Number: 612-0237 (PA); 612-0240 (NPA)

Funding levels

\$19 million (PA)

\$35 million (NPA)

Initial obligation date and estimated completion date

1995-1999

Program Conditionalities

Tranche 5 for \$7 million was disbursed in June 1998 after the GOM met the conditions as follows:

- ✓ That not less than 27.5% of the grantee's revenue budget will be allocated to the education sector budget (minus debt amortization)
- ✓ That not less than 63.5% of the grantees education revenue budget (excluding teacher training colleges) will be allocated to the primary education revenue budget or alternatively an attainment of a teacher pupil ratio of 1:64 and four exercise books per pupil per annum
- ✓ That not less than 10% of the primary education revenue budget is allocated to a budgetary line item created for learning materials
- ✓ That the grantee has established and disseminated new policies on double shifts in urban schools, distribution of teachers and learning materials to the lower standards, and age streaming
- ✓ That the grantee has publicly announced a new policy on the maximum age of entry into primary school will be implemented in the following year
- ✓ That the grantee has examined the findings of the gender streaming pilot implemented under the GABLE Project Grant Agreement, and if girls' achievement scores have increased, developed a time-phased action plan for appropriate nationwide implementation

Project Contractors

Project activities are implemented through a contract with Creative Associates International, Inc., a buy-in to the Improving Education Quality Project implemented through the American Institute for Research—Center for International Research, and lastly, through a private voluntary organization, Save the Children Federation.

Malawi Education Indicators	Malawi 1995	Malawi 1994	Sub-Saharan Africa 1994
Primary (Grades 1-6)			
Total enrollment (thousands)	2.8	2.9	-
Gross enrollment ratio	135.0	135.0	76.7 ¹
Girls as proportion of gross	128.0	128.0	69.2 ¹
Teachers (thousands)	49.14	45.8	-
Teachers, % female	39.0	38.2	38.2 ¹
Pupil-teacher ratio	59:1	62:1	41:1 ¹
Secondary (Grades 7-12)			
Total enrollment (thousands)	142.0	109.0	-
Gross enrollment ratio	16.5	12.9	26.5 ¹
Gross enrollment ratio, female	11.7	9.3	24.4 ¹
Teachers (thousands)	3.1	5.4	-
Teachers, % female	0.9	-	-
Pupil-teacher ratio	22:1	20:1	-
Tertiary			
Total enrollment (thousands)	5.6	5.4	-
Gross enrollment ratio	0.6	0.6	3.1 ¹
Gross enrollment ratio, female	0.40	0.40	-
Finance			
Education as % of GNP	5.5	3.9	4.3 ¹
Primary education as % of total education budget	-	-	-
Per pupil expenditure, primary (\$)	18.00	8.00	-
Demographic and Health Survey Data-1996²	Male	Female	Total
Primary net attendance ratio	68	58	70
Primary school completion rate	23	9	15
Secondary net attendance ratio	3	2	2

Primary Source: *Statistical Profile of Education in Sub-Saharan Africa (SPSSA)*, UNESCO/World Bank Data, 1998.

¹World Bank, Data Development Group, 1999.

²DHS definitions—

Primary net attendance ratio: percent of the official primary school age population (6-11 in Benin) that attends primary school.

Primary school completion rate: percent of the population age 15 and older that has completed primary school or higher.

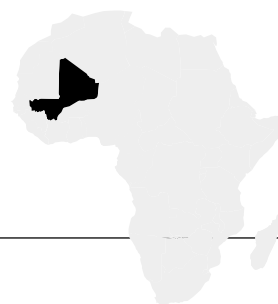
Secondary net attendance ratio: percent of the official secondary school age population (age 12-18) that attends secondary school.

OTHER DONORS WITH EDUCATION PROGRAMS

The World Bank provides support to primary and secondary education. While United Kingdom has traditionally concentrated on secondary and tertiary education, it has recently launched a community schools project at the primary level and also supports the Malawi Integrated Inservice Teacher Education Programme (MIITEP), whose focus is on teacher development. UNICEF has been involved in several small projects supporting adult literacy, pre-school, and out-of-school youth. UNDP and UNESCO support curriculum development and the Ministry of Education's efforts to decentralize planning and management. The EU provides assistance for school construction and equipment. Germany has supported teaching of science in primary schools and has launched a basic education project in selected districts, as well as supporting MIITEP. The African Development Bank supports building and equipping primary and secondary schools, and is developing a new education sector credit.



MALI



BACKGROUND

Since the 1991 overthrow of the 23-year-old one-party government, Mali has embarked upon ambitious social, economic, and political liberalization. Mali's most important current development challenges are: a) a rapidly growing population (two-thirds under age 25); b) producers struggling to take full advantage of positive economic policy reforms; c) a fragile natural resources base; and d) community-level organizations with limited skills.

As one of the poorest countries in the world, Mali has a per capita income of US\$250 and a population of 10 million, which is growing at 3% annually. Mali's socio-economic indicators are among the worst in the world. The 1996 infant mortality rate is 122.5 per 1,000 births, the literacy rate is 19%, and the rate of primary school enrollment, while steadily increasing, is only 47.5%. The World Bank also classifies Mali as a severely indebted, low income country. Mali's external debt was equal to 147% of its gross domestic product in 1996. Despite a high debt load, the International Monetary Fund praised Mali for its outstanding performance in economic reform. A decrease in Mali's dependence on foreign assistance hinges upon progress in the expansion of economic growth and the reduction of population growth.

Mali's economic strength was demonstrated by the remarkable 5.1% annual growth in the gross domestic product since the 1994 currency devaluation. Mali has liberalized virtually all consumer prices and made the private sector the engine of its economic development. The Malian government and its citizens have demonstrated their commitment to social development through improved access, quality, and equality in health and educational services. Mali's community leaders strongly support the creation, local financing, and community management of schools in order to address a large and unmet demand for basic education. American and Malian private voluntary associations implement well over 30% of the USAID program each year since 1996.

The transparent and fair 1997 presidential and national assembly elections endorsed Mali's commitment to political liberalization. With careful management of an armed ethnic conflict in the north and the demobilization of many combatants, the Malian government can now better promote decentralized development.

Mali Social and Economic Indicators	Mali 1997	Mali 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	10.29	9.97	563.82
% Population 0 to 14	47	47	-
Population growth rate	2.9	2.7	-
Urban population as % of total population	28.1	-	30.6
Mortality & Life Expectancy			
Infant mortality rate	118	-	91 ²
Under 5 mortality rate	238	-	147 ²
Life expectancy (m/f)	49/52	-	49/52 ²
Economic Performance & Expenditures			
GNP per capita (\$)	260	250	489
GNP growth rate	3.5	-2.5 ^{1, 3}	-1.0 ^{1, 3}
Military expenditure as % of GNP	1.8 ⁴	-	-
Public spending on education as % of GNP (all levels)	2.0 ⁴	-	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	44.30	46.80	-
Official development assistance as % of GNP	18.4	25.0	-
Total external debt (billions, \$)	2.95	2.70	-
Total external debt as % of GNP	-	-	74.4
Illiteracy			
Adult illiteracy (m/f)	57/72	-	35/52 ⁴

Primary Source: World Bank, Data Development Group, 1999.

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

²Data from 1997.

³Data from 1990-1996.

⁴Data from 1995.

STATUS OF MALI'S EDUCATION REFORM

The establishment of over 400 community-managed and financed schools since 1994 contributed significantly to increasing primary school enrollments from 22% in 1989 to 46.4% in 1997. Gross primary school enrollment for girls expanded from 16% to 38.4% in seven years. The average number of girls completing sixth grade has increased from 23% in 1990 to 40% in 1996. Between 1990 and 1997, the number of girls entering first grade increased by over 100% and enrollment in grades 1-6 increased by 60%.

USAID PROGRAM ACTIVITIES

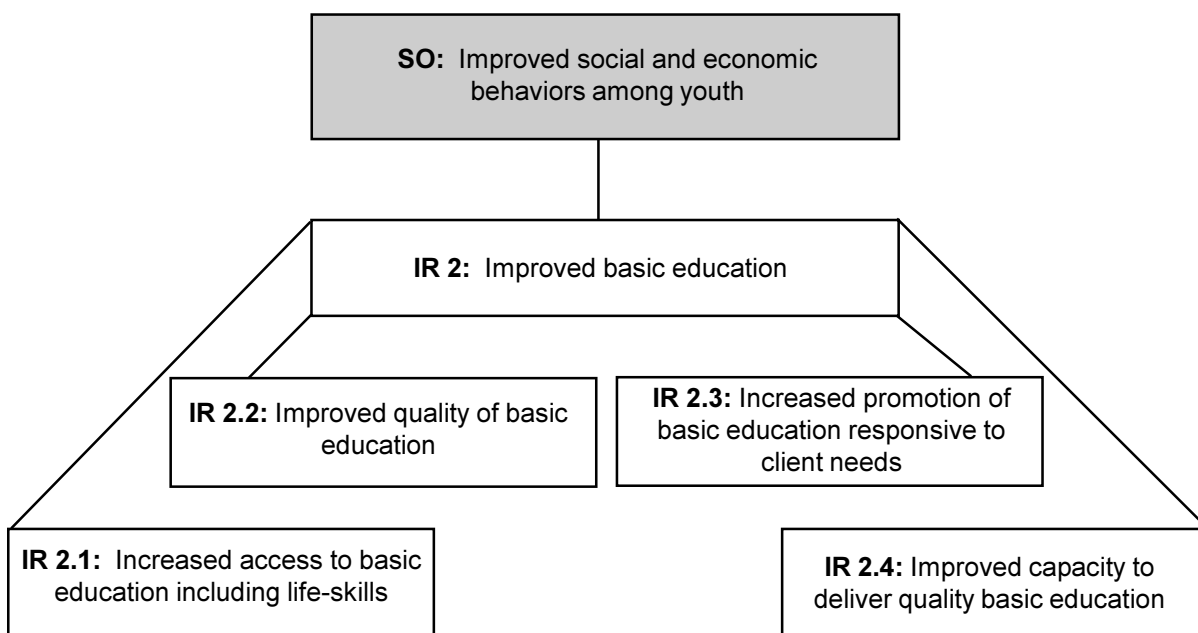
USAID seeks two major sets of results with respect to youth in Mali: 1) healthier women and men making responsible decisions about child survival and reproductive health; and 2) better educated women and men with skills relevant to the market economy. Both sets of results focus on increasing access to and demand for social services, improving their quality, and improving the capacity to provide these services in targeted geographic areas. Beginning in 1998, activities in education include establishing training programs to provide youth with greater job and life-enhancing skills, fostering community-managed schools, rehabilitating public-school classrooms, helping the Malian government improve its management of essential school supplies, institutionalizing school health education programs, and improving the quality and sustainability of Malian government supervision of education services delivery.

Since 1992, USAID's primary education program has focused on community schools. Families in many rural communities suffer from the great distances between them and the nearest primary school. In response, USAID has supported a new kind of community school. Parents give direct support to the schools through financial and material assistance and active involvement in school management. Teachers hired by parent management committees are often held more accountable for the education provided than teachers in the traditional public schools. Because they generally have better teacher-to-student ratios and better material and managerial support than the conventional public schools, community schools are able to provide good quality education. Many students are able to successfully graduate from these schools to traditional middle-level schools.

The community schools have had considerable impact on indicators of access, quality, and equity in Mali's primary school system. The number of community schools financed by USAID grew by 120% in 1997, and the number of students attending these schools increased by 130%. Girls in particular have benefited. Since community schools are often close to the homes of girls, have a schedule sensitive to girls household responsibilities, and are supported by their parents, the number of girls attending them is proportionately greater than those attending the traditional public schools.

It is encouraging to note that other USAID basic education programs are adapting the Mali community school model to their own contexts.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Improved Social and Economic Behaviors Among Youth—Basic Education Expansion
Project Number: 688-0258

Funding level

\$41 million

Initial obligation date and estimated completion date

1997-2002

Program Conditionalities

USAID has not provided nonproject assistance to Mali since 1996.

Project Contractors

USAID implements its community schools activities through a cooperative agreement contract with Save the Children Foundation and World Education. John Snow, Inc. was awarded a 5-year contract in 1999.

Mali Education Indicators	Mali 1996	Mali 1994	Sub-Saharan Africa 1994
Primary (Grades 1-6)			
Total enrollment (thousands)	687.9	543.0 ¹	-
Gross enrollment ratio	45.1	37.2	76.7
Gross enrollment ratio, girls	35.4	31.8	69.2
Teachers (thousands)	8.7 ³	8.3 ¹	-
Teachers, % female	22.8 ³	23.0	38.2
Pupil-teacher ratio	70:1	66:1	41:1
Secondary (Grades 7-12)			
Total enrollment (thousands)	-	9.0 ¹	-
Gross enrollment ratio	10.1 ³	9.6	26.5
Gross enrollment ratio, girls	-	33.7	24.4
Teachers (thousands)	-	5.6 ¹	-
Teachers, % female	-	17.0 ¹	-
Pupil-teacher ratio	-	25:1	-
Tertiary			
Total enrollment (thousands)	-	-	-
Gross enrollment ratio	0.8	0.8	3.1
Gross enrollment ratio, female	-	-	-
Finance			
Education as % of GNP	2.2 ³	2.3 ¹	4.3
Primary education as % of total education budget	-	-	-
Per pupil expenditure, primary (\$)	43.00 ³	-	-
Demographic and Health Survey Data-1995/96²	Male	Female	Total
Primary net attendance ratio	34	25	29
Primary school completion rate	14	7	10
Secondary net attendance ratio	10	6	8

Primary Source: World Bank, Data Development Group, 1999.

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

²DHS definitions—

Primary net attendance ratio: percent of the official primary school age population (6-11 in Benin) that attends primary school.

Primary school completion rate: percent of the population age 15 and older that has completed primary school or higher.

Secondary net attendance ratio: percent of the official secondary school age population (age 12-18) that attends secondary school.

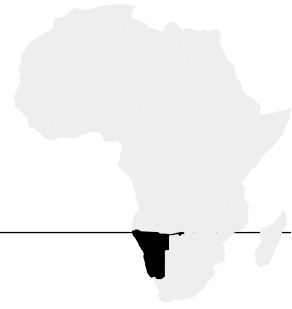
³Data from 1995.

OTHER DONORS WITH EDUCATION PROGRAMS

USAID is a major donor along with the World Bank, Canada, the Netherlands, and UNICEF. Other donors include Japan, Germany, France, and Switzerland. The Malian government funds the human resources associated with these projects.



NAMIBIA



BACKGROUND

Namibia gained its independence on March 21, 1990, and so ended more than one century of German colonial and South African apartheid rule and a 12-year liberation struggle. Its 1997 population of approximately 1.7 million includes a rich diversity of ethnic and cultural groups who speak 12 different major languages.

Although Namibia's GDP per capita of US\$1,917 is almost four times higher than that of the rest of sub-Saharan Africa, there is a highly unequal income distribution. Over half the population lives below the poverty line. The historically disadvantaged poor population is concentrated in the nine northern socio-political regions, with Caprivi, Okavango, Ohangwena, and Kunene as the most deprived. Approximately 32% of the population is illiterate and unemployment is estimated at between 35 and 40%. However, Namibia is blessed with physical assets and a natural resource base that are superior to most developing countries. A positive legacy of the colonial period is a highly developed infrastructure of roads, ports, airports, modern communications, and a well established banking and financial system.

Namibia's GDP is largely generated in four sectors: mining (32%), general government (18%), wholesale and retailing (13%), and agriculture and fishing (11%). In 1998, Namibia was directly affected by declining world market prices for leading exports as well as currency depreciation. The economy fell sharply dropping from a 4.3% growth rate in 1997 to 0.8% in 1998.

The Government of Namibia remains committed to removal of the considerable vestiges of apartheid's social and economic policies. The government commitment to education reform is evident in that education receives over 25% of the national budget.

Namibia Social and Economic Indicators	Namibia 1997	Namibia 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	1.62	1.50	563.82
% Population 0 to 14	42	42	-
Population growth rate	2.5	2.6	-
Urban population as % of total population	38.0 ²	35.0	30.6
Mortality & Life Expectancy			
Infant mortality rate	65	-	91 ³
Under 5 mortality rate	100	-	147 ³
Life expectancy (m/f)	55/57	-	49/52 ³
Economic Performance & Expenditures			
GNP per capita (U.S.\$)	2,110	2,120	489
GNP growth rate	-	13.0 ^{1, 4}	-1 ^{1, 4}
Military expenditure as % of GNP	2.1 ⁵	-	-
Public spending on education as % of GNP (all levels)	9.1 ⁶	9.1	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	102.00	-	-
Official development assistance as % of GNP	5.0	-	-
Total external debt (billions, \$)	.085	-	-
Total external debt as % of GNP	68.0	83.9	74.4
Illiteracy			
Adult illiteracy (m/f)	19/22	20/23 ⁵	35/52 ⁵

Sources: World Bank, Data Development Group, 1999. UNDP

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

²Data from 1994.

³Data from 1997.

⁴Data from 1990-1996.

⁵Data from 1995.

⁶Data from 1996.

STATUS OF NAMIBIA'S EDUCATION REFORM

The education system that Namibia inherited at independence in 1990 was fragmented along racial and ethnic lines with vast disparities in the allocation of available resources. Education in “South West Africa” had been administered by 11 race and ethnic-based departments of education. One of the biggest challenges the Ministry of Basic Education and Culture (MBEC) faced in its first years was centralizing the system from 11 administrations, while at the same time democratizing the system. It did so by establishing seven new education regions determined on a geographical, not racial, basis. As of 1997 there were 1,452 schools providing instruction to 507,655 learners, of which 70% were in the four poorest educational regional in the north.

In 1991 the MBEC launched a basic education reform program with a focus on lower primary grades (1-4), development of a new national curriculum in local languages, and teacher development. In the upper grades, it introduced the International Cambridge System of equivalencies to allow Namibian students to compete internationally.

In 1993 the MBEC issued a publication, *Toward Education for All*, which provided the rationale, goals, and objectives for the education reform program to move from a segregated selective system for the few to an integrated system of education for all. The reform program goals include providing 10 years of basic education for all Namibian learners by improving access, equity, quality, and democracy. There is an explicit focus on the need for teaching, curriculum, and assessment to focus on successful learning. USAID and other donors have supported the MBEC as it works to achieve these goals.

USAID's intervention in basic education continues to provide technical assistance, training, and commodity support for the development of an improved curricula at lower primary grades one through four in five local languages. A series of USAID-funded teacher training modules have been accepted in the National Instructional Skills Certificate Program, which will be required for all teachers within the next five years. The incorporation of these training modules by the Namibian government has positive long-term implications for higher educational standards and project impact and sustainability. Activities assist teachers to test and apply better curriculum and teaching methods. There is evidence already that the quality of education provided to students in grades one and two in targeted schools has improved from some of these education reform policy initiatives. USAID, as the major donor at the primary level, has played a key role in assisting the Government of the Republic of Namibia (GRN) to refocus its resources and personnel on primary education and the lower primary level in particular. This will result in fundamental, long-term benefits for Namibia with respect to reduction of illiteracy, improved quality of education provided, and increased efficiency of the entire education system.

USAID PROGRAM ACTIVITIES

The Basic Education Support Project (BES) approach has been to assist the MBEC to implement its national education reform program in order to provide historically disadvantaged Namibians with the basic competencies of a primary school education. Only in this way can they advance to higher levels of education and obtain the skills needed for full participation in the political, economic, and social life of their country.

USAID's support consists primarily of technical assistance, offshore and in-county training, and some commodity support. Its GRN partners include the National Institute for Educational Development, the departments of Planning and Development and Educational Programme Implementation, the National Examinations Administrations, and four of the seven regional offices. USAID is providing assistance

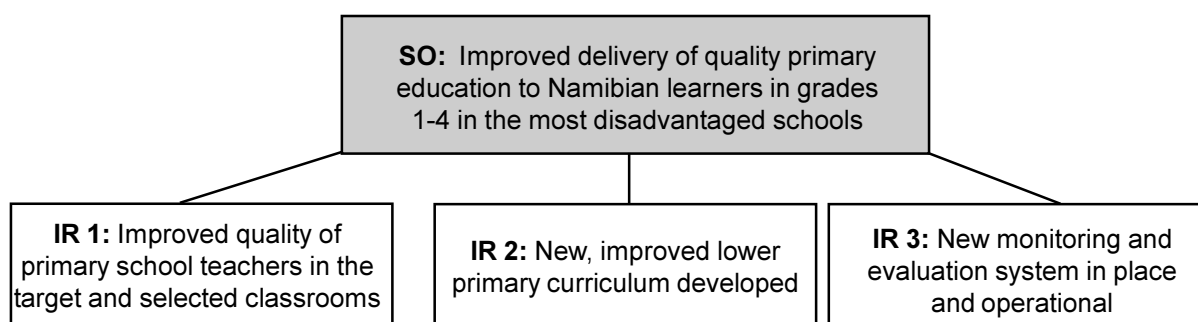
through a primary U.S. institutional contractor, the American Institute for Research—Center for International Research, as well as the Peace Corps, a group of universities led by the University of Montana, and a Namibian NGO, the Rossing Foundation.

BES focuses on target schools in the four educational regions of Katima Mulilo, Rundu, Ondangwa East, and Ondangwa West. The primary school students in the four regions account for more than 70% of the total primary student population in Namibia.

BES has focused its support in three major areas:

- ♦ *Structured Instructional Materials (SIMS) and Continuous Assessment Materials (CAMs)*: USAID has provided technical assistance and training to NIED and others for the development of carefully structured and scripted instructional materials that unqualified or under qualified teachers can use to provide a classroom environment designed for learner centered education.
- ♦ *Teacher Training*: USAID has worked with a central training unit and the regional office to train teachers in the use of the SIMS materials. BES has also contributed to the provision of Peace Corps volunteers to provide support and follow-up as the teachers use the SIMS in their classrooms, and has provided training and support for teachers studying to improve their teaching qualifications.
- ♦ *Monitoring and Evaluation*: USAID and the Rossing Foundation are assisting the MBEC to develop monitoring and evaluation capability, both through training and workshops as well as through joint conduct of topic specific research and analyses.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Basic Education Support Project (BES)

Project Number: 673-0006

Funding level

\$20.2 million

Initial obligation date and estimated completion date

1993-2003

Basic Education Support II Project (BES II)

Project Number: 673-0011

Funding level

\$12.9 million

Initial obligation date and estimated completion date

1993-2003

Program Conditionalities

USAID has not provided nonproject assistance to Namibia since 1993.

Project Contractors

Key U.S. implementing partners include the American Institute for Research–Center for International Research, Ohio University, Harvard Institute for International Development, the Peace Corps, and the University of Montana. Additional regional and Namibian institutions are University of Western Cape University of Namibia, and Rossing Foundation (Namibia).

Namibia Education Indicators	Namibia 1996	Namibia 1994	Sub-Saharan Africa 1994
Primary (Grades 1-7)			
Total enrollment (thousands)	372.3	-	-
Gross enrollment ratio	131.3	131.1	76.7
Gross enrollment ratio, female	132.2	137.2	69.2
Teachers (thousands)	-	-	-
Teachers, % female	-	-	-
Pupil-teacher ratio	-	-	-
Secondary (Grades 8-12)			
Total enrollment (thousands)	104.5	102.0 ¹	-
Gross enrollment ratio	61.3	63.3	26.5
Gross enrollment ratio, female	66.4	69.5	24.4
Teachers (thousands)	-	-	-
Teachers, % female	-	-	-
Pupil-teacher ratio		-	-
Tertiary			
Total enrollment (thousands)	11.3 ^{1, 3}	9.7 ¹	-
Gross enrollment ratio	9.0	7.1	3.1
Gross enrollment ratio, female	9.9 ^{1, 3}	8.8 ¹	-
Finance			
Education as % of GNP	9.1	9.1	4.3
Primary education as % of total education budget	-	-	-
Per pupil expenditure, primary (\$)	317 ^{1, 3}	343 ³	-
Demographic and Health Survey Data-1992²	Male	Female	Total
Primary net attendance ratio	88	91	90
Primary school completion rate	37	39	38
Secondary net attendance ratio	16	21	18

Primary Source: World Bank, Data Development Group, 1999.

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

²DHS definitions—

Primary net attendance ratio: percent of the official primary school age population (6-11 in Benin) that attends primary school.

Primary school completion rate: percent of the population age 15 and older that has completed primary school or higher.

Secondary net attendance ratio: percent of the official secondary school age population (age 12-18) that attends secondary school.

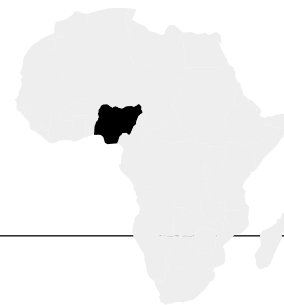
³Data from 1995.

OTHER DONORS WITH EDUCATION PROGRAMS

USAID is the principal donor providing assistance at the lower-primary education level. Other donors supporting the GRN in primary education include UNICEF, the United Kingdom, Finland, Norway, Denmark, Sweden, the Netherlands, UNESCO, the EU, and UNDP.



NIGERIA



BACKGROUND

In its 39 years of independence, Nigeria has experienced just 10 years of governance under a democratically elected leader. The country's most recent episode of military rule began with the overthrow of a civilian regime first elected in 1979. It ended in 1998 with the death of Nigeria's military leader General Sani Abacha and the fulfillment of a long-delayed promise by the military of a return to civilian governance. The 1998 and 1999 state, regional, and national elections culminated in the May 1999 inauguration of Olusegun Obasanjo. Despite national and international euphoria over a return to civilian rule, these elections have been viewed as merely a first step in addressing the magnitude of Nigeria's problems. Apart from the normal policy issues that any national government must address—the need to deliver basic services, develop and maintain sound fiscal and monetary policy, and guide foreign policy—several issues that have plagued Nigeria since independence in 1960 remain. These include reestablishing and clarifying the role of the military inside of Nigeria; balancing religious, tribal and regional conflicts; maintaining a basis for and trust in good governance at all levels, controlling corruption, and developing broad-based economic growth; and finally, renewing public confidence in the state's ability to deliver quality basic social services to its people—health and sanitation, education, and the rule of law.

Nigeria is home to abundant natural resources and substantial human resources in the form of an educated urban elite, innovative entrepreneurs, and private sector participants with knowledge of international business standards and practices. Its deposits of natural gas may be the world's largest and could power not only its own growth but also much of West Africa's. Nigeria's agricultural potential is largely untapped and could provide jobs and food for Nigerians and others. However, years of failed incentives, limited access to credit and technology, and a negative investment environment have taken a heavy toll on the economy.

Nigeria's economy has been relatively stagnant and inflation prone since 1992. It is hamstrung by top-down and ineffective but pervasive state control and intervention. Real incomes in Nigeria have actually fallen in the last two decades. Sharp declines in oil prices in 1998 cost Nigeria around 50% of its expected export revenues and a large share (an estimated 40%) of government revenue. Oil sales account for 95% of Nigeria's export revenue. Despite important economic steps taken under former Head of State Abubakar (e.g., unification of the exchange rate), per capita income in Nigeria is less than US\$300. Poverty levels may be as high as 60%, while unemployment and underemployment affect at least half of the labor force. External debt is roughly \$30 billion with annual debt service payments near \$2 billion, relative to current annual exports of just under \$20 billion. This debt overhang is almost equal to half of Nigeria's GDP. While Nigeria's debt service ratio is not nearly as serious as that of many other African countries, the existence of such a large debt reduces the government's ability to finance social sector programs and frightens off private investors.

One of the most compelling issues is the social and economic impact of HIV/AIDS on Nigeria's growth and poverty alleviation efforts. The problem may be larger than assumed and growing. If unchecked now, HIV/AIDS is likely to devastate Nigeria's labor force over the next decade.

Nigeria Social and Economic Indicators	Nigeria 1997	Nigeria 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	121.7	-	563.82
% Population 0 to 14	56	-	-
Population growth rate	3	3.0 ^{1, 3}	-
Urban population as % of total population	41	-	30.6
Mortality & Life Expectancy			
Infant mortality rate	112	-	91 ⁶
Under 5 mortality rate	187 ²	-	147 ⁶
Life expectancy (m/f)	51/55 ⁵	-	49/52 ⁶
Economic Performance & Expenditures			
GNP per capita (\$)	310	260 ^{1, 5}	489
GNP growth rate	2	-	-1 ^{1, 3}
Military expenditure as % of GNP	3 ²	-	-
Public spending on education as % of GNP (all levels)	3 ²	-	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	1.70 ⁷	-	-
Official development assistance as % of GNP	0.6 ⁵	-	-
Total external debt (billions, \$)	29.42 ⁷	-	-
Total external debt as % of GNP	114	-	74.4
Illiteracy			
Adult illiteracy (m/f)	30/48 ⁷	34/54 ^{1, 4}	35/52 ⁴

Primary Source: *World Development Report: Knowledge for Development*, World Bank, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²Status of the World's Children 1999—Education, New York: United Nations Children's Fund, 1999.

³Data from 1990-1996.

⁴Data from 1995.

⁵Data from 1996.

⁶Data from 1997.

⁷Data from 1998.

STATUS OF NIGERIA'S EDUCATION REFORM

Since its independence in 1960, Nigeria's educational system has experienced marked expansion as a result of economic growth and the implementation of a Universal Primary Education (UPE) policy in the mid-1970s. However, by the mid-1980s, this expansion gave way to contraction caused by economic depression linked to a decline in global oil prices. A prolonged period of neglect and decay under successive military regimes through the 1980s and 1990s further cemented Nigeria's decline. During this latter period, inadequate sector financing and staff development contributed to the education system's collapse, evidenced by greatly diminished learning outcomes.

Political developments in 1999, and the commitment of President Obasanjo to the sector, suggest that Nigeria is poised to rebuild and revitalize what was once one of the best educational systems in Africa. Approximately 50% of the country's population, or 55 million, are children under the age of 15, yet education's share of the national budget remains less than 20%, one of the lowest in Africa. Estimates of net primary school enrollment are 60% for boys and 58% for girls. Only 15.5 million of the 18.6 million primary school-aged children are actually enrolled. The national average for completion is 62% for girls and 59% for boys, with wide regional variations, and questionable gains for those who do finish. Gender disparity in favor of boys is apparent in the six Northeastern states and the seven Northwestern states, and for girls in the five predominantly Igbo speaking Southeastern states. Adult functional literacy is 39% for women and 63% for men. The World Bank estimates that a 60% literacy rate is necessary for development to take hold; Nigeria's rate is just 51%.

In sum, primary schools lack basic infrastructure, supplies, and instructional materials. Teachers are under-trained and largely unmotivated as a result of recurrent strikes and low salaries. There is inefficiency in planning, monitoring, supervision, and evaluation of the schools by the federal and state government education agencies. Management information systems are antiquated or nonexistent and there is concern that Nigeria's students and citizenry lack access to fundamental technology and information generated around the world. Curriculum at the primary level, last reviewed in 1990, is overloaded, with as many as 14 subjects; and teachers are poorly trained, with less than 10% receiving in-service training during the last two years. There is a noticeable lack of participation in the education sector by civil society groups and communities due in part to the dwindling education budgets, mismanagement, corruption, and neglect.

Similar characteristics prevail at the secondary level. Secondary school enrollments have declined markedly over the past several years due to inadequate public financing, increasing private costs, a serious decline in quality, and a stagnating demand for secondary school graduates in the labor market. Today there are dire needs for rehabilitating school facilities, improving conditions of service for teachers, providing adequate supplies, equipment and instructional materials, and building overall management capacity. The provision of technical and vocational education also remains inadequate, with poorly trained teachers and outmoded equipment and facilities.

Nigeria has two problems that unfortunately are mutually reinforcing—very high levels of youth unemployment and significant unmet demand for employees with higher level skills. The lack of jobs for new labor force entrants is a major concern and ultimately a source of conflict and crime, especially in regions such as the Niger Delta.

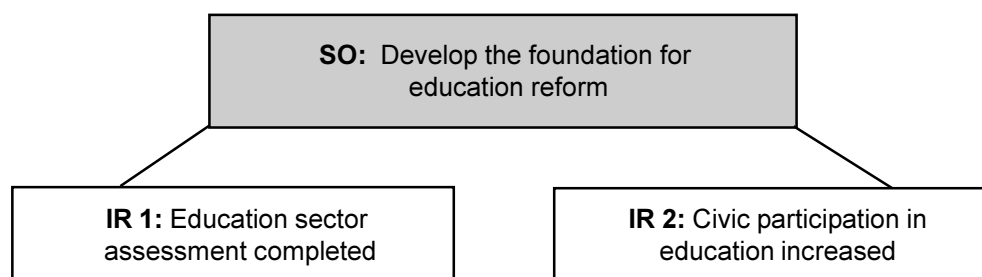
In September of 1999, President Obasanjo announced a policy of universal basic education that will provide formal primary and junior secondary education for all children, nomadic education for school-age children of pastoral nomads and migrant fishermen, and literacy and nonformal education for out-of-school children, youth, and illiterate adults. The policy, to be implemented over a 6-year period, promises to catalyze the active participation of all stakeholder groups—legislators, administrators, NGOs, teachers, parents, and students. Its success will provide a basis for a revitalized Nigeria.

USAID PROGRAM ACTIVITIES

The primary objective of USAID's work in the education sector is to speed the country's transition to democratic governance, and economic and social development. To this end, USAID will assist the newly elected government to develop the foundation for education reform. USAID will support a Nigerian-led sector assessment of education at all levels, facilitation of policy dialogue, and the initiation of activities that encourage broad civic participation in the reform process.

Taking care to coordinate this two-year transition program with other donors, USAID will likely undertake several important reform-oriented studies that examine issues such as teacher development, curriculum and assessment, and institutional capacity building. These and various pilot activities will inform any USAID longer-term, more comprehensive, sector support programs.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Basic Education, SO 3

Project Number: (forthcoming)

Funding level

\$18.7 [estimated; includes \$4 million for President Clinton's Education for Democracy and Development Initiative (EDDI)]

Expected obligation and completion dates

FY 2000-02

Program Conditionalities

None at time of publication. USAID does not currently provide nonproject assistance to Nigeria.

Project Contractors

None at time of publication.

Nigeria Education Indicators 1996 (unless otherwise indicated)	Nigeria 1996¹	Nigeria 1994	Sub-Saharan Africa 1994
Primary (Grades 1-7)			
Total enrollment (thousands)	-	16,191	-
Gross enrollment ratio	89	89	76.7
Gross enrollment ratio, female	79	79	69.2
Teachers (thousands)	-	435.2	-
Teachers, % female	-	46	38.2
Pupil-teacher ratio	-	37:1	41:1
Secondary (Grades 8-12)			
Total enrollment (thousands)	-	4,451	-
Gross enrollment ratio	33	30	26.5
Gross enrollment ratio, female	28	28	24.4
Teachers (thousands)	-	152.6	-
Teachers, % female	-	36	-
Pupil-teacher ratio	-	31	-
Tertiary			
Total enrollment (thousands)	-	-	-
Gross enrollment ratio	-	-	3.1
Gross enrollment ratio, female	-	-	-
Finance			
Education as % of GNP	0.90	1.19	4.3
Primary education as % of total education budget	-	-	-
Per pupil expenditure, primary (\$)	-	-	-

Primary Source: *Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

¹*The State of the World's Children 1999: Education*. UNICEF. 1999. Data is from 1990-1996.

OTHER DONORS WITH EDUCATION PROGRAMS

Other donors include the World Bank, UNESCO, UNICEF, and the United Kingdom.



SOUTH AFRICA



BACKGROUND

The United States increased development assistance to South Africa following the historic 1994 national election. Subsequently, in March 1995, Presidents Clinton and Mandela agreed to establish the U.S. - South Africa Binational Commission, co-chaired by Vice President Gore and Deputy Executive President Mbeki. The assistance this commission brings is in addition to USAID projects.

There are three distinct reasons for USAID's concentrated focus on South Africa. Firstly, South Africa is a monumental symbol to the world, given its substantial progress in resolving severe political, racial, and ethnic differences through negotiation and reconciliation. Secondly, South Africa continues to play a significant role in establishing political stability in Africa, and the state of the South African economy has a direct impact on most, if not all, sub-Saharan countries. Thus, given South Africa's strategic and economic importance in Africa, it is in USAID's interest to help ensure that South Africa achieves its fullest potential. Thirdly, U.S. private sector investment in South Africa has been abundant and continues to grow. Indeed, South Africa is one of the United State's best trading partners on the continent.

U.S. assistance, in conjunction with that of other major international donors and South Africans themselves, has produced clear benefits. South Africa has a broader, more diverse economic base than most other countries within the region. It has a comparatively stable democracy, with broad civil society participation and pluralism, as well as more equitable social service delivery systems and capacity, and more equitable access to domestic and international markets.

Despite political, economic, and social advances in South Africa, such as increased representation of the majority population in both government agencies and private sector enterprises, the new government is plagued by a host of problems. Reducing poverty in South Africa is the critical challenge. Indeed, millions of South Africans lack adequate housing as well as safe water and sanitation. Despite some advances towards the 1 million homes promised by the ANC in 1994, too many South Africans remain unable to afford more than shacks in apartheid township shanty-towns that lack electricity, running water, and basic sanitation services. Additionally, over one third of the adult work force is unemployed and 12.5 million lack a sound basic education according to the Draft Policy for Adult Basic Education and Training, April 1997. Generally, poor access to basic health care services, especially in the rural areas, and the increased incidence of HIV/AIDS threaten the country's economic and development goals.

The new Government of South Africa has made striking progress during its first four years in establishing policies to address these needs and a host of other critical problems. The fact that such policies were developed with broad-based consultation is equally impressive. The principal contemporary development challenge facing South Africa is to translate policies developed by the new government into practices that will increase access to quality education, health, housing, and economic advancement opportunities. Failure to address these needs in a sustained manner could jeopardize the considerable progress already made in deepening democratic values, and in keeping South Africa on its chosen path of pragmatic economic development.

South Africa Social and Economic Indicators	South Africa 1997	South Africa 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	40.60	36.79	563.82
% Population 0 to 14	36	36	-
Population growth rate	1.7	2.1	-
Urban population as % of total population	49.7	49.2	30.6
Mortality & Life Expectancy			
Infant mortality rate	48	-	91 ¹
Under 5 mortality rate	65	-	147 ¹
Life expectancy (m/f)	62/68	-	49/52 ¹
Economic Performance & Expenditures			
GNP per capita (\$)	3,210	3,260	489
GNP growth rate	-	5.7 ^{1, 2}	-1.0 ^{1, 2}
Military expenditure as % of GNP	2.2 ³	-	-
Public spending on education as % of GNP (all levels)	7.9	7.3	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	12.30	7.70	-
Official development assistance as % of GNP	.40	.25	-
Total external debt (billions, \$)	25.2	21.7	-
Total external debt as % of GNP	21.2	18.2	74.4
Illiteracy			
Adult illiteracy (m/f)	15/17	16/18 ³	35/52 ³

Primary Source: World Bank, Data Development Group, 1999.

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

²Data from 1997.

³Data from 1990-1996.

⁴Data from 1995.

STATUS OF SOUTH AFRICA'S EDUCATION REFORM

One of apartheid's most devastating legacies was its impact on the education system. Under-funding, overcrowding, poor facilities, extremely high student-teacher ratios, inadequate teacher training, and insufficient teaching materials frequently characterized the black schools. The Mbeki government, in collaboration with the donor community and other partners, is committed to educational reform intended to increase the majority population's access to quality education and to foster empowerment through increased economic and social opportunity. Critical incidents in this process of educational reform include the South African Schools Act (SASA), the introduction of a new curriculum, Curriculum 2005 (C2005), the launch of the Culture of Learning and Teaching Services (COLTS) Campaign, and more recently, the announcement of National Norms and Standards for School Funds.

The SASA came into effect on January 1, 1997. It created a single national system of education with two categories of schools: public and independent (previously a fragmented education system existed with 17 departments of education). Schooling is compulsory for people between 6 and 15 years of age, and access of learners to all public schools is guaranteed. The governance of every school is vested in its governing body, which is representative of parents, educators, nonteaching staff, and learners in grade 8 and above.

Curriculum 2005 replaces the rote learning emphasized in the past with a curriculum that encourages concrete learning outcomes. Implemented in 1998 in grade 1, by the year 2005, C2005 will be in all grades. The new curriculum already has introduced drastic changes to teaching methods and syllabus content, and broadened access to opportunity by enabling learners to acquire comparable qualifications, whether they are in schools, colleges, or other training programs.

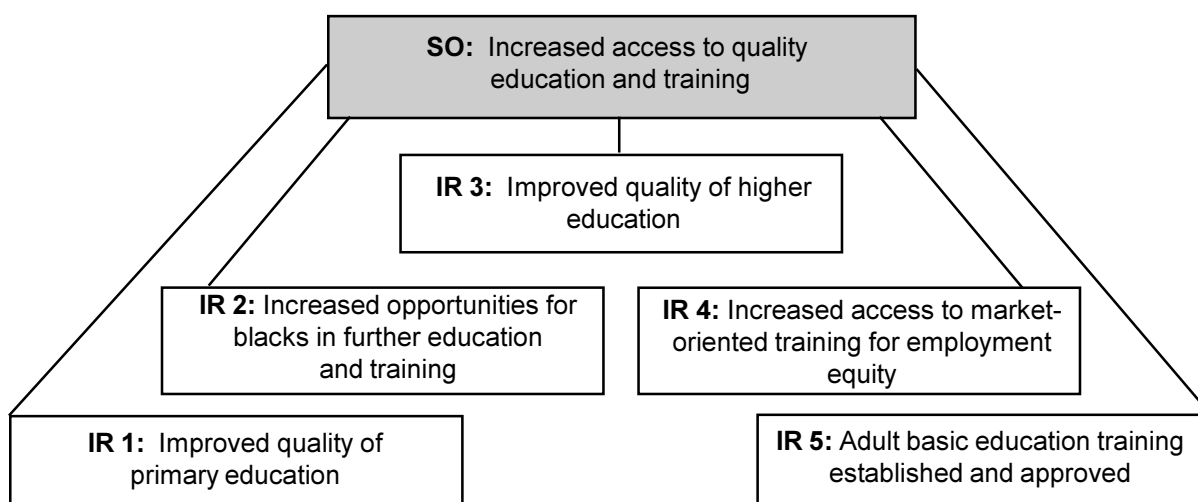
In February 1997, then President Mandela launched the COLTS Campaign. COLTS is a five-year intervention that aims to restore the normal functioning of schools and improve the quality of teaching and learning. The main elements of the COLTS campaign are time on task for teachers and learners, improved access to basic resources, democratic selection and empowerment of school governing body members, and eradication of all forms of criminality at schools.

In October 1997, the department published Draft National Norms and Standards for School Funds. Essentially, schools in each province would be ranked according to their physical conditions and levels of poverty. Provincial education departments would first target the poorest 40% of public schools. The provincial departments were expected to pay 70% of the running costs of the schools but only 30% in wealthier areas. The schools would have to pay for the rest themselves. School fees were subject to negotiation with parents. However, parents earning less than 30 times the annual fee charged by the school would be eligible for partial or total exclusion of fee payment.

USAID PROGRAM ACTIVITIES

In 1998, USAID began operation of its District Development and Support Project (DDSP), designed to help schools and their district support offices implement the policies and programs instituted by the national government. The project contracts with NGO service providers (many of whom received support from USAID during the apartheid government) to help schools identify, develop, and use instructional materials based on C2005, to improve teacher performance, and to introduce continuous assessment and other methods embedded in the ministry's approach to education.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Support to Tertiary Education

Project Number: 674-0309

Funding level

\$136.8 million

Initial obligation date and estimated completion date

1990-2002

South Africa Basic Education Reconstruction

Project Number: 674-0314

Funding level

\$90.4 million

Initial obligation date and estimated completion date

1993-2003

Tertiary Education Linkages

Project Number: 674-0315

Funding level

\$50.9 million

Initial obligation date and estimated completion date

1994-2003

Transition Support Fund

Project Number: 674-0318

Funding level

\$24.7 million

Initial obligation date and estimated completion date

1993-2003

Transformed Education System**Project Number: 674-0323***Funding level*

\$95 million

Initial obligation date and estimated completion date

1993-2004

Program Conditionalities

None, USAID does not provide nonproject assistance to South Africa.

Project Contractors

USAID's District Development and Support Project is implemented primarily through an institutional contract with the Research Triangle Institute and sub-contractors Khulisa Management Services, the Centre for Education Policy Development (CEPD), and Joint Education Trust (JET). The contract began in 1998 and will continue through 2003.

South Africa Education Indicators	South Africa 1996	South Africa 1994	Sub-Saharan Africa 1994
Primary (Grades 1-7)			
Total enrollment (thousands)	8,159.4	7,972.0 ¹	-
Gross enrollment ratio	86 ^{1, 2}	131	76.7
Girls as proportion of gross	54.01	129	69.2
Teachers (thousands)	144.01	-	-
Teachers, % female	47 ^{1, 3}	58.4	38.2
Pupil-teacher ratio	27:1 ¹	37:1	41:1
Secondary (Grades 8-12)			
Total enrollment (thousands)	3,940.7 ²	3,756 ¹	-
Gross enrollment ratio	94.0	91.0	26.5
Gross enrollment ratio, female		97.0	24.4
Teachers (thousands)	128.8 ⁴	128.8 ¹	-
Teachers, % female	46.9	64.0 ¹	-
Pupil-teacher ratio	29:1 ¹	28:1 ¹	-
Tertiary			
Total enrollment (thousands)	562.0 ¹	-	-
Gross enrollment ratio	16 ^{1, 2}	15.9	3.1
Gross enrollment ratio, female	15 ^{1, 2}	-	-
Finance			
Education as % of GNP	7.3 ^{1, 5}	7.3	4.3
Primary education as % of total education budget	48 ^{1, 6}	-	-
Per pupil expenditure, primary (\$)	431.00 ¹	-	-

Primary Source: World Bank, Data Development Group, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²Data from 1997.

³Data from 1995.

⁴Data from 1994.

⁵Data from 1998-1999.

⁶Data from 1995-1996.

OTHER DONORS WITH EDUCATION PROGRAMS

Other donors in basic education include the United Kingdom (UK), the Netherlands, Ireland, Denmark, the EU, and Canada. The UK has begun support to basic education in one province (Eastern Cape) in a project that serves as a partial model for the new USAID projects. The Netherlands is providing similar assistance in one region in another province, KwaZulu-Natal. USAID will cooperate with both of these donor projects.



UGANDA



BACKGROUND

Uganda was established as a protectorate in 1894 by the British government and gained internal self-government in 1962. In the following years, supporters of a centralized state vied with those in favor of a loose federation with a strong role for tribal-based local kingdoms. The struggle culminated in 1966 when Prime Minister Milton Obote suspended the constitution and assumed full governmental powers. In 1971, Col. Idi Amin Dada overthrew the Obote government in a military coup, declared himself president, and amended the constitution to give him absolute power. Massive human rights violations, economic decline, and social disintegration characterized Idi Amin's eight-year rule. Assisted by Tanzanian soldiers, Ugandan exiles waged a war of liberation and expelled Amin and his remaining forces. The next seven years saw continued political and economic unrest as opposing sides within Uganda wrestled for power. In 1986, the National Resistance Army, led by Yoweri Museveni, assumed power. To a large extent the human rights abuses of earlier governments ceased and Museveni initiated economic reforms and attracted international support. A new constitution led to the election of a Constituent Assembly in December of 1995. Museveni was elected president for a five-year term in 1996.

Uganda has embarked on a remarkable transition over the past 10 years, marked by political stability, increasing democratic processes, and economic rehabilitation. However, Uganda still remains a heavily indebted poor country (HIPC), with a debt burden of 64% of gross national product in 1995, and was declared by the International Monetary Fund as one of the first beneficiaries under its HIPC-initiative. For continued growth, Uganda will require external assistance to finance a high percentage of its development budget for at least the next 10 years. Currently, approximately one-third of public expenditure is externally financed. The USAID program supports Uganda's remarkable recovery from decades of complete social and economic collapse (gross domestic product has averaged 6.5% growth over the past three years), and assists in creating a more business-friendly environment to attract investment. USAID also promotes the successful economic exploitation of Uganda's comparative and competitive market advantages.

Uganda Social and Economic Indicators	Uganda 1997	Uganda 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	20.32	18.60	563.82
% Population 0 to 14	50	49	-
Population growth rate	2.9	3.1	-
Urban population as % of total population	13.2	12.2	30.6
Mortality & Life Expectancy			
Infant mortality rate	99	-	-
Under 5 mortality rate	162	-	-
Life expectancy (m/f)	43/42	-	49/52 ¹
Economic Performance & Expenditures			
GNP per capita (\$)	300	190	489
GNP growth rate	-	8.9 ²	-1.0 ²
Military expenditure as % of GNP	2.3 ³	-	-
Public spending on education as % of GNP (all levels)	2.6 ³	2.2	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	41.40	40.60	-
Official development assistance as % of GNP	12.8	19.2	-
Total external debt (billions, \$)	3.71	3.40	-
Total external debt as % of GNP	56.5	85.6	74.4
Illiteracy			
Adult illiteracy (m/f)	25/47	26/50 ³	35/52 ³

Primary Source: World Bank, Data Development Group, 1999.

¹Data from 1997.

²Data from 1990-1996.

³Data from 1995.

STATUS OF UGANDA'S EDUCATION REFORM

Sustaining Uganda's remarkable economic recovery and spreading its benefits require an effective education system. Today poor quality severely constrains this system, decimated by decades of civil strife. In 1992, the government launched major initiatives to improve teaching, provide more textbooks to schools, and involve communities in schooling.

Although significant improvements have been made in the quality of primary education since 1992, these achievements will have to be recast in the context of the bold Government of Uganda (GOU) decision to embrace universal primary education (UPE). The UPE initiative, which allows free education for four children in every family, approximately doubled the primary school population from 2.7 to 5.2 million students in 1997. While the GOU's commitment to increased access for all children to primary school is laudable, it has put huge strains on the quality of the education system.

USAID PROGRAM ACTIVITIES

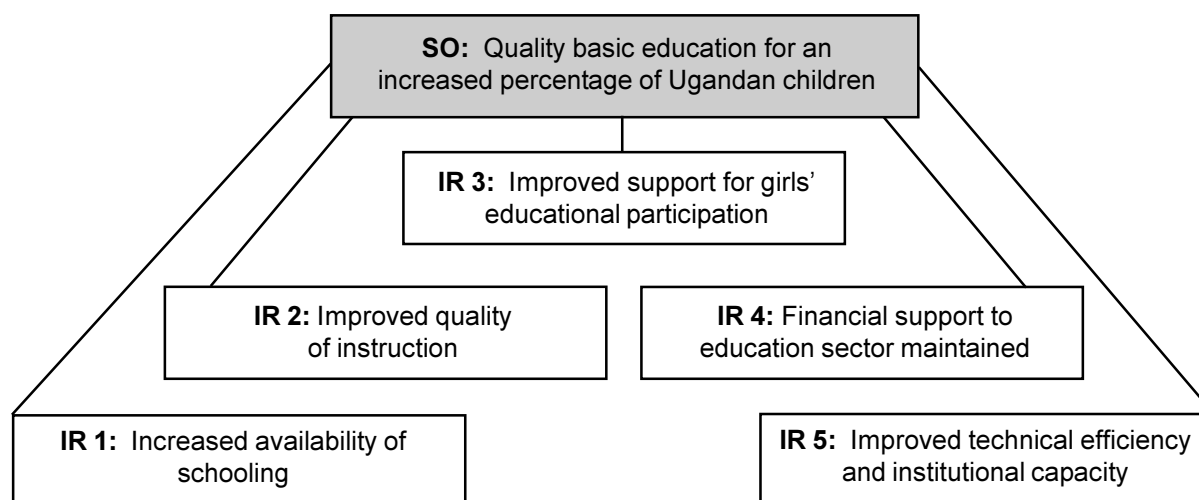
USAID policy dialogue was a major factor in the GOU's decision to quadruple primary education expenditures between 1992 and 1997 (from \$30 million to \$120 million) and increase teachers' salaries 10-fold (from \$8 per month to \$80 per month). Moreover, accumulation of savings has dramatically increased in selected pilot areas through the development of teachers' credit unions. In order to foster transparency, every school is now required to publicly display budgets specifying their GOU allocations, and to keep parents and teachers informed of school activities. The publishing and dissemination of instructional materials and textbooks, once a government monopoly, has been converted to a competitive market, reducing inefficiency and corruption. This policy has led to the growth of vibrant local publishing and printing industries and to the growth of the local retail book market. Individual schools are now able to select the materials they need most. Approximately 4 million USAID-financed textbooks have been distributed to schools. Research on school quality is providing insights into the impact of educational reform activities and suggesting new approaches.

The Uganda Mission supports its strategic objectives and the implementation of program goals of policy reform through the Support for Primary Education Reform (SUPER) Project. The SUPER Project provides technical support and institutional development to implement the government's Teacher Development and Management System (TDMS). TDMS has pioneered an innovative network of professional support and in-service training for primary teachers. Eighteen teacher training colleges throughout the country have been designated as core PTCs. These colleges appoint additional, qualified senior staff who provide leadership and support to approximately 35 field staff, termed Coordinating Center Tutors (CCT). Each CCT—whose office is in a primary school designated as a coordinating center—provides professional guidance and in-service training to a cluster of up to 20 primary schools and the communities those schools serve. After five years, significant results have been achieved: some 8,000 principles, teachers, and tutors, representing 11% of the primary teaching force, are currently enrolled in the TDMS in-service courses. The system has now spread from 10 zones to all areas of the country, and is central to Uganda's overall educational reform strategy.

The Mission also has a buy-in to the centrally funded Improving Educational Quality Project (IEQ), which provides technical assistance and training to develop local capacity for school-level analysis and local participatory research informing project implementation. The IEQ Project works through the Uganda National Examinations Board (UNEB) to engage and manage local teams of researchers to carry out research focussed on what is happening at the school, community, and classroom levels. The agenda of policy questions is set at the outset of each research cycle through a national confer-

ence of stakeholders. In the first cycle of research, baseline information on 60 schools provided insights into children's levels of literacy and numeracy, and the key factors within the classroom, school, and community that affected that performance. These findings were reviewed at national, district, and local level meetings. The second cycle of research works in partnership with teachers, community members, and students to examine the processes of change to improve quality.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Support for Uganda Primary Education Reform (SUPER)

Project Numbers: 617-0131 (PA); 617-132 (NPA)

Funding level

\$25 million (PA)

\$73 million in (NPA)

Initial obligation date and estimated completion date

1992-2001

Program Conditionalities

The conditions under which NPA tranches are released relate to the achievement of the following three policy objectives:

Ensuring sufficient public financing to support quality primary education for all through:

- ✓ Maintaining the percentage allocation of government expenditure for the education sector, and within that, the allocation to primary education
- ✓ Increasing participation and support for quality education from parents and communities
- ✓ Implementing a sustainable program of professional development and support for teachers
- ✓ Formulating a national strategy for enhancing girls' education

Project Contractors

USAID's SUPER project activities are implemented through:

- ♦ An institutional contract with the Academy for Educational Development and subcontractors Creative Associates International, Research Triangle Institute, and the University of Massachusetts.

- ♦ A buy-in to the centrally-funded IEQ Project (American Institutes for Research, Education Development Center, Academy for Educational Development, Juarez and Associates, and University of Pittsburgh), which provides technical assistance and training to develop local capacity for school-level analysis and local participatory research informing project implementation.

Uganda Education Indicators	Uganda 1997	Uganda 1994 ²	Sub-Saharan Africa 1994 ²
Primary (Grades 1-7)			
Total enrollment (thousands)	2,912.0 ^{1, 4}	2,790.0 ¹	-
Gross enrollment ratio	105	73.4	76.7
Gross enrollment ratio, female	45.6 ⁴	73.4	69.2
Teachers (thousands)	92	88.5 ¹	-
Teachers, % female	32 ⁴	32.0 ¹	38.2
Pupil-teacher ratio	58:1	-	41:1
Secondary (Grades 8-13)			
Total enrollment (thousands)	292.3	202.0 ¹	-
Gross enrollment ratio	11.7	11.7	26.5
Gross enrollment ratio, female	38.0	8.9	24.4
Teachers (thousands)	16.2	18.7 ¹	-
Teachers, % female	21.5	19.0 ¹	-
Pupil-teacher ratio	18:1	16:1	-
Tertiary			
Total enrollment (thousands)	30.2	27.6 ¹	-
Gross enrollment ratio	1.8	1.6	3.1
Gross enrollment ratio, female	3.2	1.0 ¹	-
Finance			
Education as % of GNP	2.5	2.2	4.3
Primary education as % of total education budget	58.0	-	-
Per pupil expenditure, primary (\$)	23.00	16.00 ¹	-
Demographic and Health Survey Data-1995³	Male	Female	Total
Primary net attendance ratio	70	67	68
Primary school completion rate	34	19	26
Secondary net attendance ratio	11	9	10

Primary Source: World Bank, Data Development Group, 1999.

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

²1997 Survey/Headcount by MoESource.

²DHS definitions—

Primary net attendance ratio: percent of the official primary school age population (6-11 in Benin) that attends primary school.

Primary school completion rate: percent of the population age 15 and older that has completed primary school or higher.

Secondary net attendance ratio: percent of the official secondary school age population (age 12-18) that attends secondary school.

⁴Data from 1995.

OTHER DONORS WITH EDUCATION PROGRAMS

USAID and the World Bank have been the largest financing partners for the sector with an increasing share and numbers of other donors involved in support to primary education. The educational activities of USAID and the World Bank were designed simultaneously to ensure integrated support to primary education reforms as identified by the GOU. Based on the results achieved, other donors have entered the sector. The European Union, the Netherlands, Ireland, and the United Kingdom are financing expansion of educational reform activities to areas of the country that are under-served and are planning to join USAID in providing budget support to common policy and implementation frameworks. Denmark, Germany, and ActionAid and other NGOs have been active in the area of education for teachers, adults, the handicapped, and disadvantaged groups such as AIDS orphans. UNICEF has a program to educate out-of-school girls through nonformal approaches.



ZAMBIA



BACKGROUND

A number of fundamental constraints prevent Zambia from reaching its full economic potential. Labor productivity is low since the HIV/AIDS pandemic increases absenteeism and kills many technicians and managers; education levels, especially for girls, remain low and inhibit productivity gains; corruption and weak governance erode public confidence; the outreach system to farmers is weak; rural markets are fragmented and undeveloped; and drought constantly lurks as a possibility in any year. Zambia is a landlocked country and therefore very vulnerable to high transport costs. In addition, internal transport links are poor, which makes the cost of marketing very high. Inflation, while down from the 200% in the past, remains around 30%; public expenditure controls are weak; the banking sector is also fragile; and domestic savings are low. Public external debt at the end of 1997 was \$7.1 billion. These constraints are symptomatic of an economy in transition from the statist era to a free-market regime.

Nonetheless, Zambia's prospects for realizing its full potential are good if it stays the course on its reform path and builds the systems to implement the necessary economic and political changes. Privatization of the remaining parastatals will lead to significant new investment, more productive employment, and increased demand for local goods and services. Zambia's open trading regime presents new opportunities primarily in agriculture, for traders, consolidators, producers, and processors. Large companies and multi-national corporations are ready to take on a major role under the new reforms. However, new and expanded small and medium enterprises must become more significant partners and fill the gap left by the departure of government marketing functions. With the agriculture sector as the primary growth area, and the privatized mining sector as a catalyst, the economy appears poised for a modest takeoff. Social services also have improved, and far-reaching reforms to decentralize the health system have resulted in reduced fertility, increased use of contraceptives, and improved immunization coverage for Zambian children. Political reforms have achieved less progress, and the failure of multi-party cooperation continues to be a domestic and international issue.

Zambia Social and Economic Indicators	Zambia 1997	Zambia 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	9.44	8.74	563.82
% Population 0 to 14	46	47	-
Population growth rate	2.5	2.8	-
Urban population as % of total population	43.6	42.8	30.6
Mortality & Life Expectancy			
Infant mortality rate	113	109	91 ²
Under 5 mortality rate	189	197	147 ²
Life expectancy (m/f)	43/43	48/50 ³	49/52 ²
Economic Performance & Expenditures			
GNP per capita (\$)	370	360	489
GNP growth rate	1.8	-2.5 ^{1, 4}	-1 ^{1, 4}
Military expenditure as % of GNP	2.8 ⁵	1.2	-
Public spending on education as % of GNP (all levels)	2.2 ⁵	2.2	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	65.50	82.20	-
Official development assistance as % of GNP	16.8	19.2	-
Total external debt (billions, \$)	6.76	6.58	-
Total external debt as % of GNP	-	-	74.4
Illiteracy			
Adult illiteracy (m/f)	17/33	18/35 ⁵	35/52 ⁵

Primary Source: World Bank, Data Development Group, 1999.

¹*Statistical Profile of Education in Sub-Saharan Africa (SPESSA)*, UNESCO/World Bank Data, 1998.

²Data from 1997.

³Data from 1992.

⁴Data from 1990-1996.

⁵Data from 1995.

STATUS OF ZAMBIA'S EDUCATION REFORM

The Zambian education system has seriously deteriorated over the last 20 years and is barely sustainable as it is now organized and funded. Information required for sound policy and management decisions is rarely available when needed. Resources have been falling, the population has been growing at an average annual rate of about 3.2%, while the number of Zambian children enrolled has been only marginally increasing since 1990. One result of this is that more than 560,000 school-aged children are not attending school. Of those that enter grade 1, only about two-thirds complete school through grade 7. The persistence of girls in attending school is lower than that of boys particularly in rural areas. The stagnation of school enrollments is due to a number of long-standing problems such as inadequate numbers of schools and distance from homes to schools. School infrastructure has deteriorated, and furniture, textbooks, and learning materials in most schools are chronically low or nonexistent.

Zambia's HIV/AIDS crisis is further undermining the educational system by significantly contributing to an increase in teacher absences and attrition rates, and to a dramatic increase in numbers of school-age orphans. Girls, who have traditionally been disadvantaged in education, are falling even further behind their male counterparts.

In late 1998, with the Government of the Republic of Zambia (GRZ) and its cooperating partners, USAID participated in appraising and refining Zambia's plans for a Basic Education Sub-Sector Investment Programme (BESSIP), which is a top priority of Zambia's overall Education Sector Investment Programme (ESIP). Through the implementation of BESSIP in 1999, the GRZ is attempting to address the many problems of an education system that has seriously deteriorated during the past 20 years due to economic decline, lack of resources, and institutional inefficiencies. Zambia's overall objectives are to increase enrollment, achieve gender equity, reduce enrollment disparities among socioeconomic groups, and enhance learning achievement for all pupils. As a signal of its increased commitment to basic education, the Zambian government plans to increase its annual budget (discretionary funds) for education from 19% in 1998 to 25% in 1999.

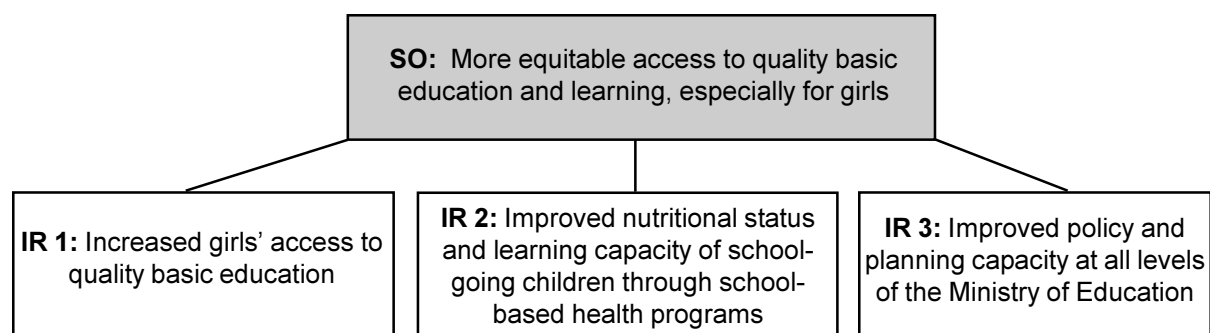
USAID PROGRAM ACTIVITIES

In BESSIP, USAID has found a window of opportunity to join with Zambia and its partners in developing a comprehensive, transparent, decentralized system of quality basic education.

USAID aims to help the Zambian government develop a high quality and equitable basic education system at reasonable cost, with a special emphasis on providing increased access for girls. USAID will support institutional-capacity building at all levels (school, community, district, provincial, and national). The Ministry of Education will gain enhanced policy and planning capacity.

The activity for this strategic objective began in late 1998, and project activities have primarily consisted of preliminary design and development tasks with the Ministry of Education and other BESSIP partners. One initiative is the expansion and improvement of the Program for the Advancement of Girls Education (PAGE) in schools in the Southern Province. A second initiative is the development and testing of a Zambian model to improve school children's health and nutrition, their knowledge of health-related issues and life skills, and their learning performance and attendance. A third is the development of a modern, efficient, and cost-effective education management information system that will improve the decision-making capacity of education policymakers, planners, and managers.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

More Equitable Access to Quality Basic Education & Learning, Especially for Girls

Project Number: 611-0238

Funding level

\$4.1 million

Expected obligation and completion dates

FY 1998-2000

Program Conditionalities

USAID does not provide nonproject assistance to Zambia.

Project Contractors

Since the programs' inception, the grantees have been UNICEF and the Government of Zambia. More recently, contractors have included Successful Intelligence and Education Development Center.

Zambia Education Indicators	Zambia 1996	Zambia 1994	Sub-Saharan Africa 1994
Primary (Grades 1-7)			
Total enrollment	1,506.4 ³	1,508.0 ¹	-
Gross enrollment ratio	88.5 ³	90.8	76.7
Gross enrollment ratio, female	88.6 ³	90.8	69.2
Teachers (thousands)	-	36.7	-
Teachers, % female	43.3 ³	44.2	38.2
Pupil-teacher ratio	39:1	39:1	41:1
Secondary (Grades 8-12)			
Total enrollment (thousands)	199 ⁴	199.1	-
Gross enrollment ratio	27.4 ⁴	27.4	26.5
Gross enrollment ratio, female	16.5 ⁴	21.1	24.4
Teachers (thousands)	-	-	-
Teachers, % female	-	-	-
Pupil-teacher ratio	-	-	-
Tertiary			
Total enrollment (thousands)	-	19.0 ¹	-
Gross enrollment ratio	2.6	2.5	3.1
Gross enrollment ratio, female	-	1.4 ¹	-
Finance			
Education as % of GNP	2.2 ³	2.2	4.3
Primary education as % of total education budget	-	-	-
Per pupil expenditure, primary (\$)	19.00 ^{1, 3}	17.00 ¹	-
Demographic and Health Survey Data-1996²	Male	Female	Total
Primary net attendance ratio	67	68	67
Primary school completion rate	59	41	50
Secondary net attendance ratio	19	18	18

Primary Source: World Bank, Data Development Group, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²DHS definitions—

Primary net attendance ratio: percent of the official primary school age population (6-11 in Benin) that attends primary school.

Primary school completion rate: percent of the population age 15 and older that has completed primary school or higher.

Secondary net attendance ratio: percent of the official secondary school age population (age 12-18) that attends secondary school.

³Data from 1995.

⁴Data from 1994.

OTHER DONORS WITH EDUCATION PROGRAMS

In its recent agreement, the World Bank, working with other donors, has taken the lead in financing and advising in the BESSIP restructuring process. In February 1999, an agreement was reached between the World Bank and the Government of Zambia for a series of International Development Association Credits for the BESSIP during a seven-year period (1999-2005) up to a total of \$100 million. USAID has also collaborated with Japan in school health activities, as well as with Canada, UNICEF, Norway, the United Kingdom (UK), Ireland, and the Netherlands in the Program for the Advancement of Girls' Education, and UNESCO in the development of educational management information systems. Norway, Finland, Sweden, Ireland, UNICEF, the UK, and others have funded the development and distribution of textbooks, teacher education reform projects, and construction of resource centers.



The cover picture is in loving memory of Boubacar Diallo, who touched so many lives as he championed community schools in Mali.

For further information or additional copies, contact:

U.S. Agency for International Development
Bureau for Africa
Office of Sustainable Development
Division of Human Resources and Democracy
Washington, D.C. 20523-0089

Africa Bureau Information Center
1331 Pennsylvania Avenue, NW
Suite 1425
Washington, DC 20004-1703
E-mail: abic@rrs.cdie.org

